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Real-Life English for Adults: Using a Competency-Based Approach in ESOL Instruction

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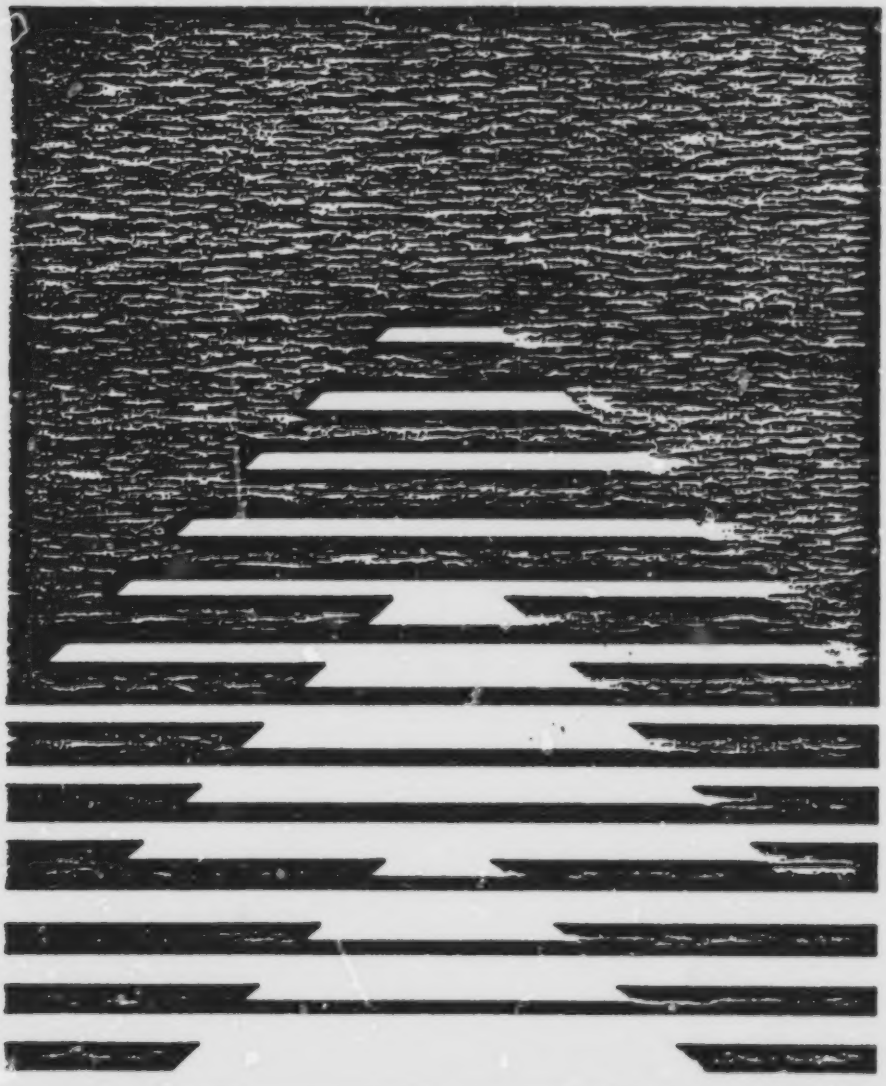

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ABSTRACT

This publication presents the Adult Language Levels (ALL) Management System as a curriculum and programmatic framework to assist administrators and teachers in implementing a competency-based English for speakers of other languages (ESOL) program. Chapter 1 presents theoretical investigations of adult learning and adult second language development and an explanation of competency-based adult education (CBAE) as an effective teaching approach. The suitability of competency-based principles for ESOL program development is also discussed. Chapter 2 focuses on the importance of and processes involved in conducting an assessment of learners' needs and interests. Chapter 3 highlights the language proficiency levels and testing procedures developed by Baltimore County adult educators to measure the English language abilities of limited English proficient adults. Chapter 4 describes how the instructor uses the results from the needs assessment and proficiency testing to individualize instruction. A sample lesson is included. Chapter 5 presents an overview of how to monitor student progress. Appendixes, amounting to over one-half of the publication, include (1) seven charts that display the life-skill tasks across proficiency levels and that form the foundation of the curriculum framework, (2) seven tables listing each competency task and its respective performance measure, and (3) an annotated bibliography of curriculum materials. (YLB)

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Preface

The Adult Language Levels (ALL) Management System was developed by the adult educators of the English for Speakers of Other Languages (ESOL) program of the Baltimore County Public Schools, Towson, Maryland, to provide a uniform method for assessing and teaching adult ESOL students using a competency-based program. Before the development of the ALL Management System, ESOL teachers in the Baltimore County adult education program lacked a common standard for measuring students' proficiency levels for placement and instructional design purposes. The criteria for measuring proficiency levels changed according to each teacher's individual interpretation of the labels "beginning," "intermediate," and "advanced." The absence of standardized criteria made articulation of instruction among classes in the program difficult to achieve. In addition, instructional design was largely determined by available curricular materials. Even if life skills--rather than language structures--were emphasized in individual classes, administrators were unable to measure student progress systemwide or to predict the degree of student success in real-life situations as a result of the Baltimore County instructional program.

The ALL Management System was designed to alleviate these programmatic problems; it consists of three components--assessment, instruction, and evaluation. Using standardized performance measures, the system incorporates procedures for (1) assessing adult learners' needs and language proficiency levels; (2) individualizing instruction; (3) continuously monitoring progress; and (4) evaluating attained life-skill competence. Coping skills specifically matched to limited-English-proficient (LEP) adults' language abilities are taught at five proficiency levels and in seven different competency areas (e.g., shopping, transportation, health).

Specific English language features are taught in the context of the everyday tasks that are necessary to effectively function in U.S. society. No time limits are prescribed for mastery of skills; adults can work at their own pace and can develop competencies within their individual language abilities. Learners receive immediate feedback throughout the instructional process so that language structures and skills are constantly being reinforced. The instructional content is relevant to life outside of the classroom; mastery is determined by the learners' demonstrated performance of a competency task in life-role simulations.

The processes incorporated into this system evolved from an investigation of and experience in adult learning and adult second language development. These processes can be used by administrators and teachers nationwide. However, since effective curriculum design reflects a program's distinctive characteristics, the ALL Management System should be viewed as a curriculum framework--a prototype of an effective competency-based ESOL program. Using the ALL Management System, teachers in Baltimore County have been able to provide instruction which reflects adult learners' needs, interests, and motivations; thus, learning is relevant and significant for each individual enrolled in the program.

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Several persons have contributed either to the content of this volume or to its production, and we wish to acknowledge their aid. First is Ronald Schwartz, Co-Director of the Bilingual/Bicultural Concentration in the Instructional Systems Design Program at the University of Maryland, Baltimore County. Ron provided the impetus for the development of the ALL Management System by helping us to define and describe the adult proficiency levels. In addition, Valerie Dubin, Olga Kessel, and Katherine Quinn, all Baltimore County adult education ESOL teachers, helped with the initial conceptualization of the system.

Special assistance was provided by Ann Beusch of the Education Department at Hood College, Frederick, Maryland, in reviewing the drafts of the book and in defining the various competencies. Her insight into the problems faced by the foreign-born adult in adapting to American society was particularly helpful. J. Marvin Cook, Coordinator of the Instructional Systems Design Program at the University of Maryland, Baltimore County, provided support in defining the standards and criteria to be used in evaluating student performance of individual competencies. Joanna Provenzano of the National Clearinghouse for Bilingual Education co-authored this publication and provided indispensable assistance in smoothing over some of the rough spots. Janet Dent of the Baltimore County Office of Adult Education did the typing and encouraged us along the way with her usual good humor. To all these good people, we extend our sincerest thanks.

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Introduction

The concept of competency-based adult education (CBAE) emerged in the early 1970s in an effort to incorporate relevant educational experiences into adult basic education (ABE) programs. The most widely applied definition of CBAE was developed at the 1978 National Invitational Conference on Adult Competency Education in Washington, D.C. According to this definition, CBAE is a "performance-based process leading to the demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society." Stiles, Tibbetts, and Westby-Gibson (1983) described this performance-based process as incorporating the following characteristics:

- Adult learners set the pace of their learning;
- Prior learning is assessed and accounted for in developing each individual's learning plan;
- A learning plan should be mutually agreed upon by the adult learner and the instructor;
- The competencies are specified in the learning plan, along with standards and criteria for successful performance;
- Success is measured by demonstrating learned competencies.

With this type of process, education becomes more adult like. The learners are able to exercise more control over their educational experience--they can develop a learning plan in conjunction with their instructor and work at their own pace to complete it. A performance-based process also is sensitive to the anxieties and lack of self-confidence which an adult may bring to the learning situation. Skills are learned that are relevant and immediately applicable to the learner's everyday life, and the educational progress is facilitated through the sequencing of these skills, leading to mastery.

The aims and goals of most CBAE programs are based on educational requirements specified by a five-year study that was conducted by researchers at the University of Texas at Austin--the Adult Performance Level (APL) study. The study, completed in 1976, identified knowledge and skill areas which adults would need for economic and educational success in the United States (Delker 1984). These knowledge areas included consumer economics, community resources, health, occupational knowledge, and government and law; the skill areas included communication, computation, problem-solving, and interpersonal relationships. These areas are usually categorized under the overall label of "functional competency." The concept of functional competency has become the basis for curriculum and materials development, testing strategies, staff development, and delivery systems in vocational education, correctional institutions, literacy education, and English language training.

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During the 1970s competency-based options were being investigated for many areas of adult basic education (Alamprese 1985). While the APL study was being conducted, the Ford Foundation awarded a grant to the Syracuse Research Corporation to develop an alternative to the high school diploma. This project identified content areas for adult competency and developed guidelines for granting an external high school diploma based on competency performance. In 1980 the Clovis Adult School in California developed Project CLASS to address the need for transferring learning from the classroom to the real world. This project resulted in the development of two series of competency-based instructional modules focusing on life skills. Shortly thereafter, the Comprehensive Adult Students Assessment System (CASAS) project was initiated in California. CASAS provided positive evidence of the effectivess of implementing a statewide life skills curriculum at various difficulty levels. California and Maryland are currently developing statewide systems based on CBAE principles.

Because of the success of competency-based instruction in many ABE programs and the fact that many ABE programs support sizeable limited-English-proficient populations, English for Speakers of Other Languages (ESOL) educators are successfully applying competency-based principles in their adult education programs. CBAE is effective for a number of reasons, the primary one being that the learning experience is relevant to the adult's life. The curriculum is based on the overall social or coping needs of the adult in areas such as health, food, and transportation and builds linguistic functions into those needs. The underlying philosophy is that it is not enough for adults to passively understand the rules of the language; they must be able to actively use them. Participants are taught to communicate their needs and wants in real-life situations. A project funded by the Office of Refugee Resettlement (ORR 1985) identified the characteristics of an effective competency-based English language training program as:

- Instructional content based on objectives or competency statements derived from an assessment of students' real-life needs, goals, and abilities;
- Language skills taught within the context of performing relevant life-skill tasks;
- Continuously monitored progress of the learners;
- Flexible curriculum accommodating a variety of instructional methodologies;
- Achievement based on demonstrated performance in role play situations.

Because the ALL Management System incorporates all of these features, it is presented in this publication as a curriculum and programmatic framework to assist administrators and teachers in implementing a competency-based ESOL program. The underlying theories and overall processes involved in carrying out a competency-based ESOL program are provided in the following chapters. The authors have attempted to convey as much of the necessary information as

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possible so that many of the problems associated with incorporating CBAE into an ESOL program, such as providing inservice training and finding acceptable teaching materials, can be alleviated.

Chapter 1, Rationale, presents theoretical investigations of adult learning and adult second language development. An explanation of CBAE as an effective teaching approach is given as is a discussion on the suitability of competency-based principles for ESOL program development. Chapter 2, Needs Assessment, includes the importance of and processes involved in conducting an assessment of learners' needs and interests. Chapter 3, Proficiency Testing, highlights the language proficiency levels and testing procedures developed by Baltimore County adult educators to accurately measure the English language abilities of LEP adults. Chapter 4, Suggested Teaching Activities, provides descriptions of how the instructor uses the results from the needs assessment and proficiency testing to individualize instruction; a sample lesson is included. This chapter references seven instructional charts (Appendix A) which display the life-skill tasks across proficiency levels. These charts form the foundation of the curriculum framework. Chapter 5, Evaluating Progress, presents an overview of how to monitor the progress of individual class members, and it references Appendix B--tables listing each competency task and its respective performance measure. To assist administrators and instructors with the problem of finding suitable instructional materials, an annotated bibliography of curriculum materials (Appendix C) has been compiled. The authors hope that this publication will serve as a valuable resource to help ESOL practitioners implement the competency-based process.

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Chapter 1
Rationale

A competency-based approach involves the adult in the type of personalized educational process advocated by adult learning theorists and researchers. Inquiry into how adults learn and how adult learning differs from child learning is not a new endeavor. Psychologists--beginning with Freud and Jung in the early 20th century--and later, sociologists and educational theorists have made important contributions to a theory of effective adult learning. In 1926, Lindeman formulated five assumptions about how adults learn best. These assumptions state that:

- Adults are motivated to learn by a perceived need;
- Adults have a life-centered, rather than a subject-centered, orientation to learning;
- Experience is the richest resource for adult learning;
- Adults desire to be self-directed in their learning situations;
- Individual differences increase with age--more provisions for learning styles need to be made in adult classrooms than in classrooms with children.

These concepts have remained intact and still form the foundation for recent investigations into principles of adult learning and for the design of effective adult learning programs.

Principles of Adult Learning

Knowles (1978) describes an adult's intrinsic motivation to learn as stemming from a problem situation faced by the adult. This problem situation could be the loss of a job, a geographical relocation, or the loss of a spouse. To overcome the problem situation, the adult seeks a relevant learning experience--one which can be applied directly to the immediate life situation.

Relevant Instruction

Based on this definition, Knowles asserts that instruction targeted for adults should be designed so that what is learned today can be applied tomorrow, and adult learners should be informed at the beginning of the instructional program of the relevancy of the instruction. A related benefit is increased retention. As unfamiliar concepts are applied and practiced outside of the classroom, they take on meaning for the learner. According to cognitive theorists, concepts are more easily stored and retrieved

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when they are meaningful for the learners (Taylor 1980; Rivers 1983). When working with adults, meaningfulness is often achieved by relating the learning tasks to adults' previous experiences--either life or learning experiences. All adults have accumulated a wealth of knowledge, perspectives, and practical experience, and they need guidance in integrating new information with their general knowledge base. This is one of the most challenging aspects of teaching adults--assisting the adult learner to become self-directing.

Self-Directed Learning

Rogers (1969) considers taking responsibility for one's learning to be a significant factor in learning success and retention. One way to encourage independent learning is to teach learning strategies (Stewner-Manzanares et al. 1985). These strategies help students control the learning that results during specific classroom activities. For example, an adult can learn to transfer skills acquired in either the native language or in English. Adam and Aker (1982) identified two kinds of transfer, lateral and vertical. Lateral transfer occurs when capabilities used in one situation are applied in a similar situation; vertical transfer happens when previously learned capabilities are used in learning a higher order skill, i.e., encouraging the learner to search for relationships between what is currently being learned and prior knowledge. Lateral transfer is taught through (1) stressing generalizations across learning tasks; (2) planning learning so that new material is presented in many different classroom activities; (3) providing reviews in which learners encounter previously learned material in new situations; and (4) relating new material to the learner's abilities, needs, and interests.

Active Involvement

Encouraging the adult learner to become actively involved in both the learning and teaching processes assists the learner in becoming self-directing. Knowles (1950) has delineated six ways in which adult educators can foster active participation. These include

- Allowing adult learners to set the specific goals of the course by use of a participant needs assessment;
- Creating an informal classroom environment;
- Allowing adults to learn at their own pace (in a noncompetitive atmosphere);
- Frequently making participants aware of their progress and providing the means for individual improvement;
- Using varied methods of instruction;
- Implementing a flexible curriculum design.

While these six steps are important, the most important way to foster active participation is to center the curriculum around

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real-life situations and to assist adults in learning how to perform within these situations. In this manner, the traditional pyramid structure with the instructor lecturing at the top is not desirable, nor even necessary. Instead, the adult education instructor functions not as the sole source of learning, but rather as a resource person or facilitator.

"Adult basic education" (ABE), as defined in the Adult Education Act (P.L. 91-230), identifies instruction for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of (1) their ability to get or retain employment compatible with their needs, interests, or abilities, or (2) their ability to meet adult responsibilities. As this definition would suggest, many persons served in adult basic education programs are limited in English language proficiency. To design effective instruction for these adults, practitioners need to be familiar not only with theories of adult learning, but also with theories of second language development.

Second Language Development

In formulating theoretical bases for adult second language development, researchers are shifting their attention from the teaching process to the learning process (Larsen-Freeman 1985). Three factors have been consistently cited in the literature as having a positive effect on the learning process. These are (1) cognitive processing, (2) affective considerations, and (3) meaningful linguistic input.

Development Process

Through the use of cognitive processing, adults are able to become actively involved in and take control of second language development. Cook (1985) in an investigation of first (L1) and second (L2) language development concluded that L2 development was highly affected by cognitive factors. He stated that the sequence of adult second language development (SLD) reflected a physiological maturity of the cognitive processing capacity. Thus, adults are able to manipulate the new language for individual purposes, whereas children, lacking the same degree of physiological development, basically use their cognitive processing capacity for general acquisition purposes.

Researchers, interested in the importance of cognitive factors to SLD, have investigated the various cognitive processes used by adults to develop proficiency in a second language. Rivers (1983) describes a process which includes a sequence of recognition, rehearsal, recoding, storage, and retrieval; and entails the use of short- and long-term memory and semantic memory networks. Rivers details how this process works in the development of one language skill--listening. Listening involves the construction of a message from phonic material. To extract meaning, an adult begins processing the material to recognize semantic groupings according to knowledge already stored. The learner recodes the new material to align with previously processed information, arranging the material into meaningful segments which then are also stored. Since the information is stored in meaningful chunks, it is more easily retained, retrieved, and used.

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Learning Barriers

Interfering with adults' ability to use cognitive strategies are their highly formulated ego boundaries and attitudes (affective factors). These may inhibit cognitive processes from operating effectively upon second language data (Schumann 1980). The importance of these affective considerations has been documented by Dulay and Burt (1978, 1977); and by Krashen, Long, and Scarcella (1982) in their investigations of the differences in language acquisition between children and adults. Affective factors encompass many variables, but motivation and attitudes are the two most often cited.

The motivation for an adult to learn usually stems from the desire for a learning experience which can be applied directly to lessen a problematic life situation (Knowles 1978). Motivation to learn a second language comes either from a desire to become integrated into the target language community (integrative) or to serve practical needs, such as wanting to get a better job (instrumental). Both of these can be viewed as problematic situations which can be assuaged with a relevant learning experience.

It is inherent that adult learners who are highly motivated and have a positive attitude will have a higher degree of success than learners who are not. Adult English for Speakers for Other Languages (ESOL) learners often have learning barriers that diminish their learning potential. They have the usual concerns with bills, job security, and family relationships as well as anxiety upon entering a new cultural situation (culture stress) and anxiety about using new phonic segments or feelings of language insufficiency (language stress) (Schumann 1980). Sometimes the adult has experienced a drop in status or self-image--once a doctor, architect, or teacher, now an unskilled laborer. They may have lived through war, experienced starvation, or left families behind (Longfield 1985). The key to successful adult language learning lies in reducing affective barriers. By allowing adults to help design their learning programs or by highlighting the learners' prior knowledge and experiences, the teacher can effectively reduce feelings of inadequacy which often lead to learning barriers.

Linguistic Factors

Most researchers agree that the affective domain is crucial to second language acquisition. What many researchers do not agree upon are the linguistic factors integral to successful second language development. Most advocate the necessity of supplying the adult language learner with relevant instruction and meaningful input (Asher 1969; Curran 1976; Wilkins 1976; Krashen 1982; Long 1982). Meaningful input affects language development from a cognitive perspective, in that much of comprehension involves drawing inferences (Rivers 1983). If the listener derives insufficient meaning from new material, cognitive processing is difficult. The new material cannot be gathered in large enough chunks for the listener to interpret what is being provided; therefore, it is not stored. Meaning is influenced by a number of variables--expectations about the message, the learner's knowledge of the world, and the learner's previous experiences with the speaker and with other people (Rivers 1983). An instructor can influence retention by (1) preparing the learner for new material; (2) building upon prior learning and current knowledge; and (3) teaching the learner to use learning strategies.

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Krashen (1982) viewed meaningfulness, not from a cognitive perspective as did Rivers, but from a linguistic perspective. According to Krashen, a learner can attempt to derive meaning once "comprehensible input" is received. Comprenensible language is not only those items already in the adults' language repertoire, but also language that is a little beyond what the learner already understands. The teacher can make instructional language more comprenensible by--

- Speaking at a slower rate
- Using high frequency vocabulary
- Using visuals, gestures, and paraphrases
- Simplifying syntax
- Incorporating special discourse techniques such as tag or yes/no questions.

Krashen (1982) believes that progressive speaking ability is not learned directly but is built up as meaningful input is provided. According to Krashen, only a small part of grammar is both learnable and portable for most learners, and grammar should not be taught directly. Applying formal rules only provides a cosmetic effect. Adult second language instructors, especially, should be more concerned that learners have a functional command of the language rather than a grammatically correct one.

Nonacademic ESOL Instruction

Current instructors in ESOL programs may choose from an array of instructional methods and approaches. The selection of an appropriate approach depends upon the consideration of many variables, but four factors are consistently influential (Larsen-Freeman 1985). These factors concern the context in which the instruction takes place, specifically:

- Educational setting
- Learner variables
- Nature of the target language
- Instructional goals.

Learning takes place in a variety of settings, from a structured classroom to on-the-job training. Various skills levels, learning rates, educational backgrounds, and native languages are present. The nature of the target (or second language) depends on the nature of the program--for example, basic skills or vocational--and learning goals vary from individual to individual according to the previous factors. There is no typical adult ESOL class.

Many of the current ESOL approaches can be used effectively to teach limited-English-proficient (LEP) adults. These approaches

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include the Counseling-Learning Approach (Curran 1976), the Notional-Functional Syllabus (Wilkins 1976), and Total Physical Response (Asher 1969). However, most approaches tend to be situation-specific. One approach cannot be effectively applied across all types of ESOL programs. Some instructors, therefore, prefer to apply various techniques from many instructional approaches to specific learning situations--an eclectic method. However, careless use of an eclectic method can result in a lack of direction and continuity in curriculum development and instructional design within a program.

Ideally, adult ESOL instruction should be based on a framework consistent with accepted curriculum development practices, knowledge of available instructional approaches, and an understanding of the theoretical concepts related to adult learning and adult second language development. The criteria can appropriately be met by using a competency-based process for teaching LEP adults.

Competency-Based Instruction and ESOL: A Good Fit

Adult second language instructors should be particularly interested in performance-based instruction. One reason is the lack of a prior educational background of many adult second language learners. Refugees and immigrants often bring little previous or culturally irrelevant educational experiences to an adult education classroom. It is important to note that functional competency is culturally bound. A person who is functionally competent in one culture may be incompetent in another. As limited-English-proficient (LEP) adults are learning a second language, they are also picking up the "culture" that characterizes the language. In other words, they are becoming functionally competent--learning to use the language to respond to the requirements imposed by daily living within our society.

LEP adults are nonacademic language learners who must learn a language primarily to live and work--not to attend school. They bring to the classroom a complex set of responsibilities, needs, and goals. However, the language proficiency which must be attained is not as cognitively demanding as that which is needed for academic use. Their life experiences and practical knowledge permit much contextualization of instruction, i.e., new material can be related to what they as adults already know, assisting them to derive meaning. A competency-based curriculum works well with this target population because it gives a high priority to the functions for which language is used rather than to grammar and places these functions within task-oriented language learning situations.

Competency-Based ESOL Programs

The educational needs of LEP adults are served via a variety of different instructional programs. Of these, Gray and Grognet (1981) listed six different types of adult ESOL programs for which a competency-based curriculum is readily appropriate.

- Basic Skills ESL. Helping the learner to meet requirements for daily living in the United States.
- General Vocational ESL. Providing the language and skills necessary for getting and holding a job.

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- Home Management ESL. Providing language instruction related to running a household in the United States.

- Literacy ESL. Training in initial literacy skills for the non or semiliterate through reading and writing carefully controlled patterns.

- Job-Skills Training. Training specially designed to perform a particular occupation.

- Survival ESL. Providing the language instruction necessary for minimum functioning in the particular community in which the learner is settled.

Well-designed competency-based ESOL programs are suitable for providing LEP adults with learning experiences that are meaningful and experience-centered (in accordance with adult learning theory), and provide comprehensible input, lower affective barriers, and rely on cognitive strategies (in accordance with adult second language development). The high correlation between the principles of competency-based education and theories of effective adult learning and language development becomes apparent as the characteristics of a competency-based program are contrasted with those of a conventional adult program (see table 1, page 12). The main difference between the two program types is the instructional objectives.

The purpose of a competency-based adult education (CBAE) program is to develop the basic coping skills needed by adults to function in their daily lives. These skills are taught by sequencing tasks. Adults are guided toward being able to perform those particular life skills which they have chosen to develop. Thus, learners are given control over the pattern and pace of instruction, and instruction continues until individual mastery has been demonstrated. Since a CBAE program emphasizes the individualizing of instruction, it is mandatory that the program be distinctive to the community in which it takes place. Curriculum development should be based on the following:

- Learners--language or ethnic backgrounds, socioeconomic level, goals, and abilities;

- Community--population, resources, local job market;

- Program--goals, funding, scheduling, class size, facilities, and staff.

In conventional programs, on the other hand, the instructional objectives are not individualized to the surrounding community or to each participant. The curriculum is determined by a set syllabus. Learning is teacher-directed and occurs in fixed units of time (on a chapter-by-chapter schedule). The learner virtually has no control, but passively follows the instructor. New material is often introduced before mastery can be demonstrated, and the learner is locked into the progress of the class as a whole. Conventional programs emphasize classroom presentations using prescribed textbooks, whereas classroom activities in competency-based programs are designed to actively involve the learner and develop skills which can be immediately applied outside the classroom. The learner is, therefore,

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usually more easily motivated in a competency-based class. Methods of evaluation differ in the two programs. Conventional programs rely on delayed feedback, usually the results of written tests. It is these test results, not demonstration of mastery, which are used to assess completion of learning. In CBAE, the learner receives continuous and immediate feedback as functional tasks are successfully completed. The benefit of the latter type of evaluation is that learning is made relevant to daily living experiences and, therefore, immediately applicable to the learner's life.

The goals of competency-based instructional programs are compatible with those of the LEP adults who have enrolled in the programs. They want to develop their abilities to speak, read, and write in English so that they may find and retain employment and meet the responsibilities of adults living in the United States.

Table 1

Program Characteristics of Conventional and Competency-Based Programs

Program Characteristics	Conventional Adult Programs	Competency-Based Adult Programs
Instructional Objectives or Desired Outcomes	Nonspecific, not necessarily measurable; typically goal-level statements	Specific, measurable statements: typically at an objective level
Instructional content	Subject-matter based	Outcome- or competency-based
Amount of time provided for instruction	Fixed units of time (e.g., semester, term)	Continues until learner demonstrates mastery
Mode of instruction	Emphasis on instructor presentation	Emphasis on instructor as a facilitator of student performance
Basis for Instruction	Predetermined curriculum	What the student needs to learn
Instructional materials	Single sources of materials	Multiple texts and media
Reporting performance results	Delayed feedback	Immediate feedback understandable to student
Pacing of instruction	Teacher or group paced	Individually paced
Testing	Norm referenced	Criterion (objective) referenced
Exit criteria	Tests and grades	Student demonstration of competence

Source: Stiles, Tibbets, and Westby-Gibson 1983, 3.

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Chapter 2

Needs Assessment

The purpose of a competency-based adult English for Speakers of Other Languages (ESOL) class is to provide limited-English-proficient (LEP) adults with the necessary skills and language abilities to function in their daily lives. To design individualized instruction (which adult learning and second language development theories identify as most effective), it is important that curriculum developers and instructional designers be acquainted with the various backgrounds which LEP adults bring to the learning situation.

Participant Demographics

The backgrounds of these adult learners are varied; their life experiences generally are distinct from those of the participants in adult basic education and often different from those of the instructor. Development Associates (1980) conducted a descriptive study of projects funded by the Adult Education Act to identify the demographic characteristics of the ESOL participants in adult education programs. Males constituted 47 percent of the participants and females, 52 percent. The majority were of Hispanic background (57 percent), followed by Asian/Pacific (31 percent), and non-Hispanic white (11 percent). But any number of different language backgrounds were represented in adult ESOL classes. Most of the adult learners surveyed were 22 to 34 years of age (45 percent) and had immigrated to the United States after 1970 (85 percent). Sixteen percent were nonimmigrants. The majority (43 percent) had one to six years of prior schooling; 22 percent had seven to nine years; and 14 percent had completed high school or received a general education diploma (GED).

These demographic characteristics are important to instructional design because they describe a learning population with a wide variety of interests, learning goals, and life and educational experiences. An instructor is not dealing with a homogeneous population that can progress from one course to another in a neat sequence (Heaton 1979). Classes tend to be fluid from one level to the next. If a class begins with 30 members, it may end up with 30--but not the same ones (Heaton 1979). Typical reasons for withdrawal identified by the Development Associates study (1980) include:

- Employment conflicts (37 percent)
- Illness--personal or family (26 percent)
- Child care reponsibilities (16 percent)
- Lack of access to transportation (10 percent).

In this type of classroom situation, a competency-based program has been highly effective. The program easily accommodates a policy

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of open enrollment. New learners may join or drop out of the program at any time because educational progress is determined by the performance of competency objectives set by the individual.

Program Sequence

Most competency-based adult programs share a common program sequence (see figure 1, page 15) which revolves around a needs assessment segment. As new learners join the program, they are interviewed--their interests and motivations are identified, their skill levels diagnosed, and prior learning experiences assessed. Through such procedures, an individualized curriculum is developed for each learner according to his or her needs. The results of all assessments are shared with the learner so that the activities can be cooperatively planned and mutually agreed upon by the adult student and the instructor. A continuous assessment is made of the adult's basic skills, special interests, and immediate and future goals. This way, if instructional needs change, the individualized program can be altered. The learner receives continuous feedback from the instructor about progress and expected performance outcomes. With the successful performance of the competencies specified in the curriculum, the learner can either exit the program or progress to other skills and proficiency levels.

Nonacademic educational programs for LEP adults must be developed in light of their unique needs. Eisenstadt (1954) identifies determining factors in instructional design given the heterogeneity of the LEP adult learner population. These are (1) the risk factor in the learners' not knowing or having particular skills; (2) the most feasible and economical approach; and (3) the previous learning experiences or expressed needs of the class members. These factors also need to be combined with information on the learners' backgrounds and language proficiency levels. Conducting an initial interview with each participant in the program allows the ESOL staff to assess each individual's needs, goals, and interests and, thereby, plan relevant instructional activities.

Assessment Process

Many teachers talk informally with class members about their needs, interests, and goals. However, the information which the teacher gathers from these discussions is often incomplete or nonspecific. More accurate information is required for the adult learner to become a partner in course design and actively involved in the learning which ensues. A prescribed checklist is recommended as the most accurate means of assessing participant needs. The list indicates the areas in which participants have needs and interests, and identifies competencies to be addressed in the individual learning programs. Preferably, the checklist should be completed by new class members on the first or second day of class and should be available in the language of each participant. Advanced class members are often quite willing to translate, if necessary. An informal discussion period is an effective supplement to the checklist as it provides for the personal involvement of the instructor and allows for an exchange of ideas.

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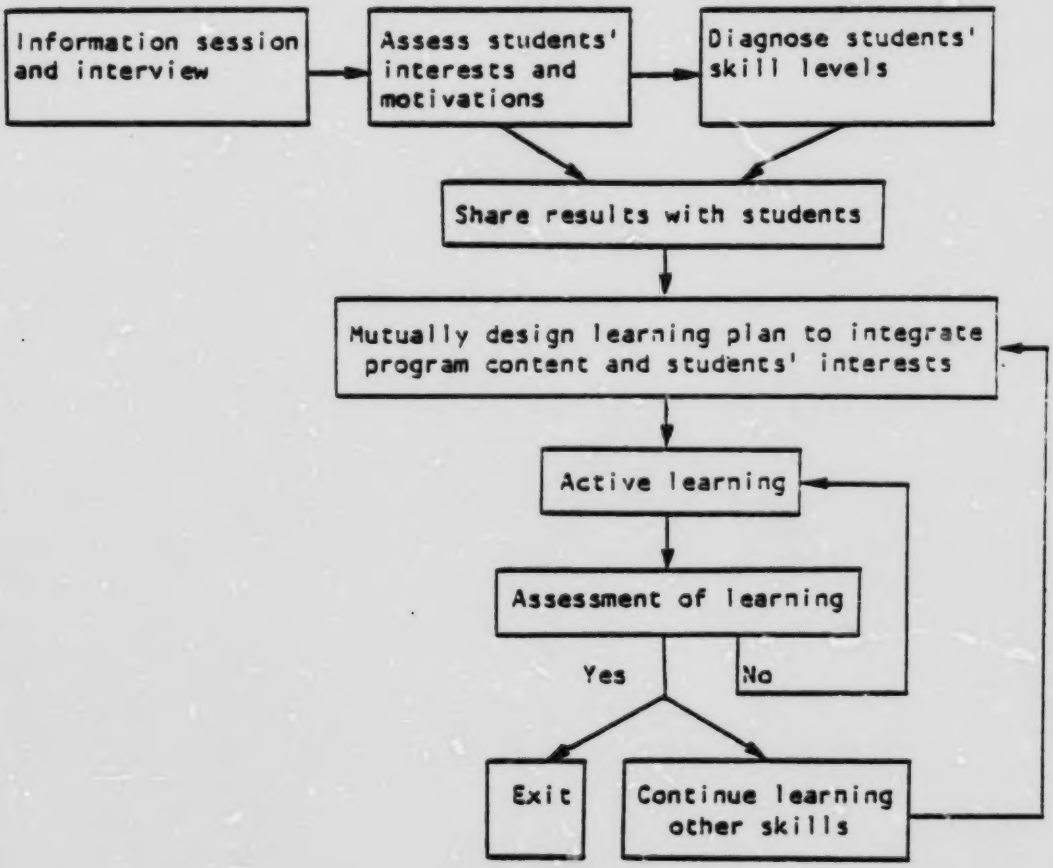
Figure 1

Competency-Based Program Sequence



A general needs assessment checklist was developed as part of Baltimore County's Adult Language Levels (ALL) Management System (see figure 2, page 16). This list follows the ALL curriculum framework and is divided into seven topic areas--personal information and employment, food, shopping, housing, health, transportation, and community resources. These areas are based upon those identified in the Adult Performance Level (APL) study conducted by researchers at the University of Texas at Austin in the early 1970s. Each topic area on the list contains six coping skills that LEP adults in Baltimore County, Maryland, might need to be self-sufficient in day-to-day activities. Since a competency-based curriculum must be developed according to the demographics of the participant population, these skills would have to be adapted to be used with other populations in different geographical locations.

Procedures outlined in the ALL Management System for conducting a needs assessment are as follows:

- Explain to adult students that they are to indicate what they would like to learn (use native language aides when

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Figure 2

Individual Student Profile

Oral Skills Level_____
Reading Level_____
Writing Level_____

Name_____
Address_____
Telephone Number_____

Native Country_____
Native Language_____
Other Languages_____

Circle no more than 20 items

I want to be able to:

Personal Information and Employment

1. Tell about my family
2. Introduce people
3. Talk about my native country
4. Talk about my work
5. Find a job
6. Talk on the telephone

Food

7. Know the names of common foods
8. Read food packages
9. Order at a fast food restaurant
10. Read a menu
11. Read a recipe
12. Know how to pay restaurant checks and how much to tip

Shopping

13. Know the names of items of clothing
14. Return an item to a store
15. Use checks and credit cards
16. Read clothing labels
17. Follow directions to get to a store or shopping center
18. Telephone an appliance repairman

Housing

19. Rent an apartment
20. Buy a house
21. Hire a plumber, carpenter, etc.
22. Know the names of rooms in a house and household items
23. Understand the purpose of home insurance
24. Read a lease or mortgage

Health

25. Telephone for emergency medical help
26. Locate a doctor
27. Make a medical appointment
28. Describe illness
29. Talk about health and safety practices
30. Read medicine labels

Transportation

31. Plan a trip
32. Read a train schedule
33. Tell time
34. Get a driver's license
35. Read a map
36. Buy a car

Community Resources

37. Use the post office
38. Use the bank
39. Understand a weather report
40. Talk about news items
41. Talk to my child's teacher
42. Telephone for information about immigration laws

Other

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necessary to communicate with adults who are very limited in English comprehension);

- Distribute the student profiles and offer assistance in filling out the descriptive information blanks at the top;
- Ask the adults students to read the items on the checklist and to check no more than 20 competencies on which they would like to work;
- If a class member cannot read the checklist in English and it has not been translated into the native language or the adult is nonliterate in the native language, solicit the help of another class member or an aide of the same language background, if possible;
- Collect the profiles, and use them as a resource during the interview;
- After proficiency testing in the skill areas of speaking/listening, reading, and writing, assess the language level and enter on the profile sheet.

The profiles which result provide a description of each class member's needs and interests. This information together with the assessment of the class members' English language ability (discussed in the next chapter) will become the basis for selecting the competencies upon which to design instruction (see chapter 4 for the process of designing individualized instruction).

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Chapter 3
Proficiency Testing

Because competency-based adult education emphasizes the importance of individualized instruction, the basic and language skills levels of each participant in the program must be known before an appropriate learning program can be designed. In many instances, adult learners will display different proficiency levels in each of the three skills, speaking/listening, reading, and writing. The programs will have to accommodate each learner's strengths and weaknesses in the different skill areas. Various instructional methods and classroom management techniques, such as group work and peer teaching, have to be included in the course design to compensate for the varying ability levels. The proficiency levels of the participants also determine which instructional materials will be used since instructional activities have to be comprehensible to all class members.

The testing procedures used should be uniform. With uniform testing and assignment of levels, program staff can articulate instructional sequences as the learners progress to different classes within the program and receive instruction from various teachers. Knowledge of skills levels of all participants in the program also gives teachers a means of communicating with administrators about the progress of their class members. Administrators can use this information to evaluate program success or the need for improvement. For all of these reasons, it is imperative that accurate and uniform language ability testing be undertaken before instruction begins. Assessment interviews and proficiency testing should be conducted on the first or second day of class (see figure 3, page 20, for the recommended procedure sequence). Besides placement and material selection, another advantage to conducting the interview at this time is that the teacher can welcome each adult in a very personal manner which helps adults to enter the learning experience with a positive attitude.

The Adult Language Levels (ALL) Management System uses proficiency assessment guidelines which were adapted and modified from the Foreign Service Institute Proficiency-Rating Descriptions and the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. The ALL Management System guidelines, which were specifically designed to assess adult English for Speakers of Other Languages (ESOL) learners, describe language abilities at Levels 0 to 4 in three skill areas--oral skills (speaking and listening), reading, and writing.

ALL Management System Guidelines for Proficiency Testing

The proficiency levels developed for use within the ALL Management System are appropriate for use in other competency-based ESOL programs; therefore, they are included as a fundamental resource for implementing a competency-based ESOL program.

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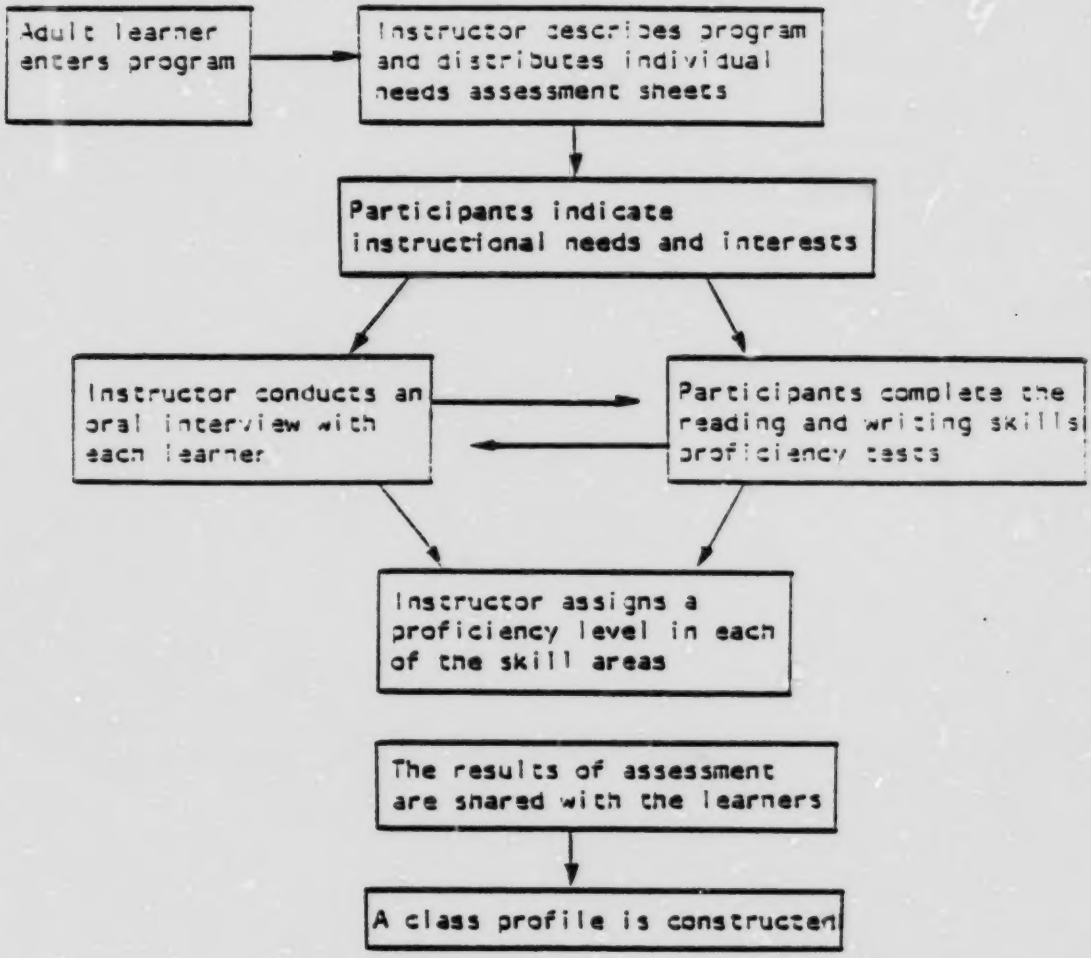
Figure 3

Instruction - Planning Sequence


Adult learner enters program
Instructor describes program and distributes individual needs assessment sheets
Participants indicate instructional needs and interests
Instructor conducts an oral interview with each learner
Participants complete the reading and writing skills proficiency tests
Instructor assigns a proficiency level in each of the skill areas
The results of assessment are shared with the learners
A class profile is constructed

Oral Skills Levels

Level 0 May know a few isolated words. Unable to participate even in a very simple, personal conversation.

Level 1 Can satisfy minimum courtesy requirements. Can follow simple directions, express basic needs, ask for and give simple directions. Makes errors even in simple structures. Very limited vocabulary often causes frustration and silence. Pronunciation is frequently unintelligible.

Level 2 Can give autobiographical information. Can have a simple conversation about current events, work, leisure, or family. Can get the gist of most speech directed to

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him/her; however, usually cannot follow conversations between native speakers. Has fair control of most simple structures. Limited vocabulary often results in verbal groping or momentary silence. Pronunciation, though often faulty, is usually intelligible.

Level 3 Can participate effectively in most conversations on practical, social, and work- or school-related topics. Understands speech directed to him/her quite well and can usually follow and contribute to conversations between native speakers. Has good control of grammar, but occasionally makes errors in more complex structures. Errors rarely cause misunderstanding or disturb the native speaker. Vocabulary is broad enough so that the adult rarely has to grope for a word. Mispronunciations are not distracting.

Level 4 Can understand and participate in all conversations, but is occasionally baffled by idioms, slang, and cultural references. Grammar is nearly perfect. Vocabulary is broad. Though errors in pronunciation are infrequent, the adult would rarely be taken for a native speaker.

Reading Skills Levels

Level 0 May be able to recognize the letters of the alphabet and a few isolated words or phrases. No functional reading ability.

Level 1 Can read enough to satisfy safety and social needs--some items on a menu, short informative signs, schedules, and phone messages. Can read familiar vocabulary, short phrases, and simple lists.

Level 2 Can read informational materials--announcements of public events and popular advertising. Can understand a simple paragraph, but may have to read it several times before comprehending. Can get the main idea of high interest or familiar news items. Can make a reasonable guess at unfamiliar vocabulary in context.

Level 3 Can read uncomplicated, unadapted prose--news items, biographies, and standard business letters, if familiar with the topic. Can separate main ideas from minor ones. Begins to deduce the meanings of new words using the linguistic context. Can read for pleasure, narration specially prepared for ESOL students.

Level 4 Can read materials addressed to the general public--newspapers, magazines, short stories, and novels at near

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normal speed. Almost always interprets reading material correctly, but may be unable to appreciate nuances or style.

Writing Skills Levels

Level 0 — May be able to write the letters of the alphabet and copy words and phrases. No functional ability in writing.

Level 1 — Can write enough to satisfy limited practical needs--names, dates, addresses, phone numbers, and nationality. Can write learned vocabulary, short phrases, simple lists, and brief messages.

Level 2 — Can write simple sentences on very familiar topics, such as likes/dislikes, daily routine, and everyday events. Can communicate simple ideas by using recombinations of very limited vocabulary and structures. Makes numerous errors in spelling, grammar, word order, and punctuation.

Level 3 — Can write short paragraphs on familiar topics. Can write routine social correspondence, simple business letters, and summaries of biographical data and work experience. Shows good control of elementary vocabulary, but when using the dictionary may still use words incorrectly. Begins to use complex sentences.

Level 4 — Can write a short composition on most common topics with some precision and in some detail. Can explain and support a point of view and write about topics relating to a particular interest or a special field of competence. Still misuses some vocabulary, but has little difficulty in choosing appropriate forms of words. Frequently uses complex sentences. Under time constraints and pressure, language may be inaccurate. May still make errors in the use of plurals, articles, prepositions, tenses, and relative clauses. While writing is understandable to native speakers, the style is still awkward.

The competency statements comprising the Baltimore County curriculum (see appendix A, page 39 - 53) were matched to the language abilities specified for each level. Therefore, participants in the program only work on those competencies which are appropriate for their level of language proficiency. For example, an adult at the oral proficiency Level 2 should be able to give autobiographical information, such as name, address, telephone number, occupation, country of origin, and age. English language features are taught only in the context in which they will be encountered when performing a particular competency task such as making a doctor's appointment or writing a grocery shopping list. The processes used in the ALL Management System for proficiency testing

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in each of the three skill areas are given in the following sections as models of effective procedures.

Oral Skills Testing

It is necessary in a competency-based adult ESOL program to assess the oral proficiency level of each member in the class. An oral interview is perhaps the most accurate method for evaluating oral ability because it (1) directly measures speaking proficiency; (2) assigns an oral proficiency level, in relation to the functional language ability of a native speaker; and (3) identifies the adult students' backgrounds, interests, and immediate and future goals. It should be conducted in a manner such that ability levels can be assessed without inducing anxiety. Just enrolling in and coming to class is a risk for LEP adults; therefore, an anxiety-free environment, which lowers the adults' affective barriers, is very important.

The ALL Management System is sensitive to adult needs in this area. The recommended steps for eliciting an appropriate sample of the adult learner's speech are as follows:

- Explain to the adult participants that an informal conversation will be held with each class member to get to know them and their language needs (if necessary use native language translators).
- Conduct the interview face-to-face in a comfortable setting.
- Interview the adult at a normal rate of speech and in a relaxed, conversational tone.
- Make no error corrections.
- Do not rush the interviewee, but listen carefully and attentively--allow ample time for all responses.
- Encourage the adult to ask questions.
- Elicit language structures which become increasingly complex. At the beginning of the interview appropriate questions might be, "What's your name", "What country are you from", "Are you married?" If the adult is able to answer without difficulty, the questions would increase in complexity--"What are you going to do after class", "What kind of work did you do in your country?" If the adult is able to comprehend and answer these questions, even more complex language can be used, as in "How long have you been living in Baltimore", "If you were still in your country now, what would you be doing?"
- Talk to each class member for about five minutes or, in the case of a Level 0 or Level 1 participant, until the person can no longer comprehend and respond to the questions.

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- Review the descriptions of proficiency levels assigned by the ALL Management System and match the participants demonstrated proficiency with one of the levels (see oral skills levels, page 20).

Even though the interviewer must assign a level based on subjective information, the oral interview has demonstrated a high degree of reliability and validity after one year of use in Baltimore County. However, Baltimore County practitioners did undergo intensive inservice training to learn how to reliably conduct the interview. After the initial session, instructors were able to assign ratings to prerecorded sample interviews with 90 percent accuracy.

Possible Interview Topics. These suggested topics illustrate the increasing complexity of language as the interview progresses. A typical interview would consist of 10 to 12 responses of varying complexity.

1. Hello.
2. How are you today?
3. What's your name?
4. How do you spell your name?
5. Where do you live?
6. What's your address?
7. Do you have a telephone?
8. What's your telephone number?
9. Are you married or single?
10. How many people are there in your family?
11. Where's your family now?
12. What time is it now?
13. What's today's date? What's the date today?
14. How's the weather today?
15. Was the weather nice yesterday?
16. Which do you like better, warm weather or cool weather?
17. Where were you born?
18. What languages do you speak?
19. When did you come to the United States?
20. Why did you come to this country?
21. Who came with you?
22. Can you read and write English?
23. How many years did you study English in your country?
24. Does anyone in your family speak English?
25. What kind of work did you do in your country?
26. What do you like to do for fun?
27. Do you enjoy watching television? Movies?
28. What shows do you usually watch? What movies have you seen in your country? What movies have you seen here?
29. Which television shows did you watch yesterday?
30. I didn't see that one. Please tell me about it.
31. What did you do before you came to class?
32. What are you going to do after class today?
33. Ask me a question about .
34. Do you enjoy traveling? Why/Why not?
35. What was the best trip that you ever took?
37. If you could travel anywhere in the world, where would you like to go? Why?

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38. What would you like to do this summer?
39. If you were in your country now, what would you be doing?
40. Please describe what a typical home looks like in your country.
41. Do most of the people in your country live in cities, small towns, or on farms?
42. Are there suburban areas surrounding cities in your country?
43. Are there great differences in the living standards of rural and urban people? What are some of the differences?

Reading Skills Testing

A cloze test was selected for use in the ALL Management System to measure reading proficiency level because it is easy to administer and reading material can be matched to the appropriate level of any adult ESOL class or program. The cloze technique involves a selected reading passage in which every nth word is omitted (Celce-Murcia and McIntosh 1979). Readers are then required to make a prediction about what might be the omitted words. Good readers are usually able to use the cognitive strategy of inferencing to make such predictions. The difficulty in using the cloze technique for reading level assessment is choosing an appropriate passage. The passage should be relevant to the needs and interests of the students and should also include reading functions at various levels of complexity. All cloze tests should be piloted for appropriateness before being used on a programwide basis.

The following procedures are prescribed by the ALL Management System for assessing reading proficiency:

- Select reading passages according to knowledge of adult readability levels and interests.
- Pass out the reading selection and demonstrate how to take a cloze test by modeling the procedure on the chalkboard. For example, write "My name ____ Ann Hurtt. I live in a _____ in the state of _____." Ask the class to help fill in the missing words.
- Repeat that only one word should be written in each of the blanks.
- Explain that there is often not only one "proper" word that completes each blank, but that several words may be acceptable as long as they make sense. Demonstrate this by showing the possible choices for blanks in the sample on the chalkboard.
- Allow as much time as is needed, within practical limits, for all students to complete the selection.
- Collect the selection, and check to see how many blanks have been filled in accurately.

To grade the reading tests and assign a reading level the following steps were incorported in the ALL system:

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- Give five points for each blank which is filled with a word that retains and completes the meaning of the sentence and selection;

- Do not count commonly made grammatical errors, such as omitting the third person present tense indicator, as incorrect if the word is an appropriate choice for the blank;

- Calculate the percentage of correct answers. Multiply the number of correct answers by a number which will total 100. If there were 20 blanks, the number of correct answers would be multiplied by 5;

- Use the following table to determine reading levels,
  --Unable to read well enough to take the test (Level 0)
  --a score of 5 - 20 (Level 1)
  --a score of 25 - 45 (Level 2)
  --a score of 50 - 70 (Level 3)
  --a score of 75 or more (Level 4);

- Assign a proficiency level based on the results of the cloze test (see Reading Skills Levels, page xx).

Writing Skills Testing

Determining the writing and reading abilities of adult learners is as important as determining oral skills proficiency as these skills are necessary to fulfill daily living requirements in the United States. If the adult tests at a low proficiency level in these two skills, the instructor should ascertain whether the adult can perform them in the native language since the skills incorporate universal underlying concepts which often can be transferred from one language to another (Longfield 1985).

The All Management System uses a composition to determine class members' writing abilities. A general topic such as "My Family" or "My Country" is assigned. Most participants (in levels one to four) should be able to write enough on these topics to provide a sample from which writing level can be determined. The samples are evaluated holistically. A holistic evaluation approach is based on the belief that the total effect of written discourse is more significant than any single component (Fowles 1979). Correct spelling, syntax, clarity, and organization contribute to the overall communication of the writer's ideas, and the integration of all these components is used to judge the writing sample.

When such samples are used to test writing with the ALL Management System, the following steps are followed:

- Participants are asked to write their names and the date in the upper right-hand corner of the paper;

- They are given two topics from which to choose;

- Dictionaries are not allowed;

- No help is given with spelling, structures, or vocabulary;

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- The maximum time allotment is 30 minutes;

- A proficiency level is assigned based on the Writing Skills Levels, page 22.

Effective instructional design is dependent on the accurate assessment of adult learners' English proficiency levels. Competency tasks making up a curriculum should be sequenced from Level 0 to Level 4, and learners should only be given tasks for which they have the necessary language ability. Level 0 tasks would relate to rudimentary survival skills, while Levels 3 and 4 would cover more sophisticated life skills.

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Chapter 4
Suggested Teaching Activities

One of the major instructional difficulties in teaching limited-English-proficient (LEP) adults is that most classes contain participants at varying levels of language proficiency. A curriculum structured around one text is not very effective in this type of teaching situation because it is difficult to individualize lessons to the needs of different learners. In order to create effective lessons, the instructor must account for all of the various factors entailed in teaching LEP adults. These factors include (1) selecting appropriate curriculum materials (matched to individual participants' needs, interests, and proficiency levels); and (2) presenting classroom activities in the context of real-life situations. The instructor is truly faced with a challenge--preparing the individual class members to be functionally competent within U.S. society.

Individualizing Instruction

Instruction based on the mastery of competency tasks does not lock learners into the movement of the class as does a highly structured and less flexible curriculum. They can, instead, work on personal instructional objectives at their own pace. An individual can continue to work on a particular competency task until it has been mastered or until the individual decides to move on to another. For example, an adult at a Level 2 in oral skills, Level 1 in reading, and Level 1 in writing would work only on the sequence of competency tasks assigned by the curriculum framework at these particular proficiency levels (see Appendix A, pages 39 - 53). Participants are also able to control their progression within competency sequences.

The adult educator functions as a facilitator of learning, directing LEP adults to become self-sufficient. After the instructor has an inventory of each student's needs and language levels, a class profile is constructed and shared with class members (see figure 3, page 20). A class profile identifies the competency areas in which participants express the greatest need or interest, and provides the instructor with an overall picture of the proficiency levels represented by class members. Figures 5, 6, and 7 (pages 32-33) are sample profile charts. To construct the profiles

- Select three topic areas in which each learner has indicated the greatest interest or need (from the needs assessment and oral interview);
- Enter each class member's name on the chart (at the appropriate level of proficiency in each skill) in the three areas selected;
- Develop lesson plans based on the indicated needs and language levels.

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In most cases, the profiles will indicate common interests and proficiency levels, and the instructor will be able to cluster learners into small groups or pairs so that lesson planning will not become unnecessarily complex and diffused. Clustering not only frees the instructor to work with individuals in need of specialized instruction, but also promotes participant interaction and active learning.

Adapting the Instruction to Different Levels

By varying vocabulary appropriately and modifying the competency task, the same skill can be worked on at different ability levels. Class members at all five proficiency levels could be taught at the same time to improve functional writing skills just by varying the complexity of the competency task specified in the curriculum framework (see figure 7). The advantage is that a single lesson plan can be followed. As instruction is targeted to progressive levels, previous concepts are introduced at a more complex level of mastery. This spiraling of content ensures that reviews are continuous and that new information is based upon prior learning. To further clarify how to implement a multilevel lesson, a sample lesson from the competency area of "food" is included.

Figure 4
Varying the Complexity of a Competency Task

Topic: Food

COMPETENCY	L0-L2	L3	L4
Write a shopping list of items with no more than 2 spelling errors	Write a shopping list from the items in the class supermarket	Given a printed recipe, write a shopping list of required ingredients	After listening to someone describe the preparation of a food item, write a shopping list of required ingredients

Sample Lesson. This lesson reviews two competencies: (1) matching a picture of a food item with an appropriate word (Reading, Level 0); and (2) copying food names (Writing, Level 0). Three new competencies are taught in the lesson: (1) identifying common food items (Speaking/Listening, Level 0); (2) making a shopping list (Writing, Level 1); and (3) asking for the location of a food item in a supermarket and locate it (Speaking/Listening, Level 1).

Lesson Topic	Food
Objective	Class members will be able to identify common food items from pictures with 80 percent accuracy.
Competency	In a role play, ask for and answer questions about

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the location of food items in a supermarket well enough for the items to be located.

Materials

A class supermarket: made by stacking plastic milk cartons with empty food boxes, cans, and bottles displayed on shelves (made by stacking plastic milk cartons). A refrigerator case (also made of plastic milk cartons). Poster board with the following vocabulary words written on it: shelf, top, middle, bottom, right, left, refrigerator case, next to. Individual vocabulary strips for the same words.

Performance Measure

Write a shopping list of 10 items, with no more than two spelling errors.

Procedure

1. Teacher says and asks class to repeat the vocabulary words written on the poster board. Class listens to and repeats words.

2. Teacher holds up vocabulary strips, says the word (a location); and places the strip appropriately "next to" or on "top" of an item. Participants read, listen to, and repeat words.

3. Teacher points to a shelf or a place on a shelf and asks, "What shelf is this?" (top or bottom) or "Where's this?" (to the right or left). Participants respond to the teacher's questions using the appropriate vocabulary strips.

4. Teacher removes the vocabulary strips, points to a particular place, and asks one participant to name the location and to replace the correct vocabulary strip. (Vocabulary strips are removed after this activity.)

5. Teacher displays the poster board with the names of the items in the class supermarket, and says the name of each item, asking the class to repeat.

6. Teacher writes a 10-item sample shopping list on the blackboard and asks participants to make their own shopping list from the items in the class supermarket.

7. Teacher points to a food item on the shelf and asks "What's this?". Participants identify the item.

8. Teacher demonstrates, then asks the location of each item. Participants identify the location using the appropriate vocabulary words.

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9. Teacher puts a dialog on the blackboard and role plays a shopper asking a store clerk for help in locating an item. Class members take turns role playing the clerk and the shopper.

10. Teacher assigns a cloze exercise.

Evaluation

The class will demonstrate mastery of the specified competency to the standard and criteria stated in the outcome.

Like all effective lessons, this one incorporates all three skill areas--oral, reading, and writing. Such integration of skill instruction helps to motivate the class by diversifying the lesson, and the overlapping of skills tends to lead to greater retention. While those participants at appropriate proficiency levels are working on this lesson (Levels 0-1), those at higher levels could be working on independent or small group assignments.

Figure 5

Class Profile Chart--Speaking and Listening

Topics	Levels 0	1	2	3	4
Personal information and Employment	NGON	EVA AHMAD PILAR	ZARINTOOJ MEHDI CARLOS	CHRISTOPHE EMI ANNA SUNG LILIANA	YCKA BRIGITTA
Food		EVA PILAR	CARLOS ZARINTOOJ	EMI SUNG	YURA
Shopping	NGON	EVA PILAR		ANNA SUNG	
Housing	NGON		ZARINTOOJ		BRIGITTA
Health		AHMAD		ILIANA	YURA
Transportation		AHMAD	MEHDI CARLOS	ANNA CHRISTOPHE	
Community Resources			MEHDI	EVA CHRISTOPHE	BRIGITTA

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Figure 6
Class Profile Chart--Reading

Topics Levels 0	1	2	3	4
Personal information and Employment				
Food				
Shopping				
Housing				
Health				
Transportation				
Community Resources				

Figure 7
Class Profile Chart--Writing

Topics Levels 0	1	2	3	4
Personal information and Employment				
Food				
Shopping				
Housing				
Health				
Transportation				
Community Resources				

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Chapter 5

Evaluating Progress

Evaluation should measure whether instructional objectives have been achieved by requiring the application of skills developed in a learning activity. Since instructional objectives in a competency-based program are the attainment of coping skills, success is measured by a demonstration that the adult learners have mastered required skills. Evaluating correct use of English language structure is not emphasized. It is important that limited-English-proficient (LEP) adults acquire a functional use of the language, not a grammatically correct one. Therefore, language structures are assessed only as they are necessary to the successful performance of a particular task.

Performance Measures

While actual performance in a real-life situation is the ideal measure of competency, it is often not possible to measure in most instructional programs. Applied performances which provide a simulation of a real-life situation are a viable alternative. The MELT Resource Package (ORR 1985) identified several forms which the demonstration of performance may take. These are

- Simulation. A certain environment is replicated in the classroom and adults perform a specified task characteristic of that environment.
- Role play. A situation is established in which the class members react by playing a role.
- Contact assignment. The adult is sent out in the "real world" to accomplish a given task.
- Performance. The actual performance of life skills.

In a competency-based program, evaluation of competencies is built-in. Performance outcomes are written as an integral part of the curriculum design. It is important to clarify the distinctions between the competency tasks, which are informal learning outcomes, and the actual performance measures (which are formal learning outcomes). The informal outcomes are for instructional purposes and the formal are for evaluation and teacher accountability purposes. For example, the informal outcome "identify common food items," becomes "given pictures of common food items, name them with 80 percent accuracy."

In order to measure attainment of competencies in the Adult Language Levels (ALL) Management System, formal learning outcomes have been developed to assess each competency in the curriculum (see Appendix B, page 54). The performance outcomes include three components: the conditions, the task, and the criteria. The conditions,

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usually mentioned first, refer to a time limit or to materials given at the time of assignment. The task is an observable or measurable performance given by the student. The criteria, usually mentioned last, describe the minimum level of acceptable response.

Criteria can be written in many different ways. Some examples include (1) at least x percent correct, (2) no more than y errors, (3) must be a workable product, (4) or to the satisfaction of the instructor. Because many of the outcomes used in the adult English for Speakers of Other Languages (ESOL) program are not easily assessed in terms of percentages and errors made, the last criterion--to the satisfaction of the instructor--is frequently used and makes assessment very subjective. Often, whether a task has been satisfactorily completed or not is necessarily left to the judgment of the instructor; however, standardized measurement should be identified whenever possible. As previously mentioned, the outcomes vary in complexity; however, almost all may be taught at every level by varying the vocabulary and modifying the criteria.

Monitoring Individual Progress

The ALL Management System incorporates a uniform procedure for monitoring progress. It entails the use of a form on which the sequences of competency tasks specified in the curriculum framework are listed (see figure 8, page 37) The form lists all seven areas and each competency task (taken from the instructional design charts, Appendix A, pages 39-53). An instructor simply circles each competency task number as mastery has been demonstrated. The forms are shared with participants so they, too, can be continuously aware of their progress in achieving instructional objectives. This form also serves as a type of transcript for the learners as they move from class to class or from program to program. An instructor can determine in which areas the student lacks skills or has concentrated efforts.

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Figure 8

Individual Progress Form

Name _____

Circle the number of the competency task for which the student has achieved mastery.

(1) Personal Information and Employment _____

Oral	11.	22.	2.	13.
1.	12.	Reading	3.	14.
2.	13.	1.	4.	15.
3.	14.	2.	5.	16.
4.	15.	3.	6.	17.
5.	16.	4.	7.	18.
6.	17.	5.	8.	Cultural Skills
7.	18.	6.	9.	1.
8.	19.	7.	10.	2.
9.	20.	Writing	11.	3.
10.	21.	1.	12.	4.
				5.

(2) Food _____

Oral	8.	2.	10.	7.
1.	9.	3.	Writing	8.
2.	10.	4.	1.	9.
3.	11.	5.	2.	Cultural Skills
4.	12.	6.	3.	1.
5.	13.	7.	4.	2.
6.	Reading	8.	5.	3.
7.	1.	9.	6.	4.

(3) Shopping _____

Oral	8.	3.	2.	3.
1.	9.	4.	3.	
2.	10.	5.	4.	
3.	11.	6.	5.	
4.	12.	7.	6.	
5.	Reading	8.	Cultural Skills	
6.	1.	Writing	1.	
7.	2.	1.	2.	

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(4) Housing

Oral				Cultural Skills
1.	8.	2.	1.	1.
2.	9.	3.	2.	2.
3.	10.	4.	3.	3.
4.	11.	5.	4.	4.
5.	12.	6.	5.	5.
6.	13.	7.	6.	6.
7.	Reading	8.	7.	
	1.	Writing	8.	

(5) Health

Oral				
1.	9.	18.	4.	5.
2.	10.	19.	5.	6.
3.	11.	20.	6.	Cultural Skills
4.	12.	21.	Writing	1.
5.	13.	22.	1.	2.
6.	14.	Reading	2.	3.
7.	15.	1.	3.	4.
8.	16.	2.	4.	
	17.	3.		

(6) Transportation

Oral				
1.	10.	20.	7.	6.
2.	11.	21.	8.	7.
3.	12.	22.	9.	Cultural Skills
4.	13.	Reading	Writing	1.
5.	14.	1.	1.	2.
6.	15.	2.	2.	3.
7.	16.	3.	3.	4.
8.	17.	4.	4.	5.
9.	18.	5.	5.	
	19.	6.		

(7) Community Resources

Oral				
1.	8.	2.	10.	6.
2.	9.	3.	11.	7.
3.	10.	4.	Writing	Cultural Skills
4.	11.	5.	1.	1.
5.	12.	6.	2.	2.
6.	13.	7.	3.	3.
7.	Reading	8.	4.	4.
	1.	9.	5.	

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Appendix A

Instructional Design Charts by Competency Area

The Adult Language Levels (ALL) Management System follows a curriculum appropriate for use with the limited-English-proficient (LEP) adult population in Baltimore County, Maryland. The curriculum is divided into seven content areas--Personal Information and Employment, Food, Shopping, Housing, Health, Transportation, and Community Resources. These areas were based on those identified in the Adult Performance Level (APL) study conducted at the University of Texas at Austin. However, the APL-identified area of consumer economics was separated into shopping, food, and housing in order to deal more specifically and completely with the coping needs of LEP adults.

The seven charts comprising this appendix are the basis of instructional design and lesson planning in Baltimore County. The charts should serve as a curriculum framework for other programs serving the needs of LEP adults. Each chart lists capabilities in speaking and listening, reading, writing, and cultural skills. Competency tasks are sequenced from language proficiency Level 0 to Level 4. Level 0 tasks relate to rudimentary survival skills, while tasks at Levels 3 and 4 cover more sophisticated life skills. The charts were designed to facilitate lesson planning for a multilevel class. Brief descriptions of each competency task are entered on the chart in such a way that an instructor can easily plan how to develop independent yet related classroom activities in each content area. Competency tasks which lend themselves to spiraling of instruction are identified by arrows spanning multiple proficiency levels.

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(1) Personal Information and Employment

	Speaking/Listening	Reading
10	1. Express a lack of understanding. Ask for repetition. 2. Ask for and give name, address, telephone number, occupation, country of origin, and age. 3. Express an emotion. 4. Spell name and street orally. 5. Identify other family members by name and relationship. 6. Describe someone.	1. Identify the letters of the alphabet. 2. Identify period of time in days, months, and seasons.
11	7. State interests or occupation. 8. Identify common occupations. 9. Tell reasons for leaving country and coming to the United States. 10. Introduce family members. 11. Express sympathy.	3. Read telephone messages. 4. Read want ads.
12	12. State and tell about a hobby, interest, or skill. 13. Talk about feelings. 14. Ask and answer questions about present history, education, job experience. 15. Use the telephone to inquire about a job. 16. Ask someone to be a reference. 17. Describe what to do before an interview.	5. Read a personal letter.
13	18. Interview for a job. 19. Express opinion about a current event. 20. Express frustration. 21. Role play the naturalization oral exam.	6. Read a job description.
14	22. Compare and contrast social customs in the United States and in native country. 23. Teach a short lesson in an area of competence.	7. Read an article pertaining to an area of interest.

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Writing	Cultural Skills
1. Write the letters of the alphabet. 2. Write name, address, telephone number, occupation, country of origin, and age. 3. Fill out a simple application. 4. Fill out a W-4 form.	1. Differentiate between first and last names.
5. Take a name and telephone number over the telephone. 6. Write a personal schedule. 7. Write an entry in a diary of dialog journal. 8. Fill out an application for a green card. 9. Write a sympathy note.	2. Discuss customs pertaining to introductions, name usage, and titles.
10. Take a telephone message. 11. Complete a job application or other similar form. 12. Write an autobiographical paragraph.	3. Differentiate between personal questions which should and should not be asked.
13. Write a letter of application. 14. Construct a resume. 15. Write a paragraph about the native country and past experiences. 16. Fill out a petition to file for naturalization.	4. Differentiate between personal space needed for comfortable conversation in the native country and in the United States.
17. Write a "letter to the editor" expressing an opinion. 18. Write an autobiographical essay.	5. Discuss basic job etiquette.

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(2) Food

	Speaking/Listening	Reading
10	1. Identify common food items in the United States. 2. Order and pay for food in a fast food restaurant.	1. Match a picture of a food item with a word. 2. Read directions on a vending machine.
11	3. Ask for and give the location of a food item in a supermarket and locate it. 4. Ask and answer a question about how much an item is per unit. 5. Ask for change for a vending machine. 6. Talk about personal likes and dislikes.	3. Read common food labels, coupons, and sale ads. 4. Identify abbreviations for weights and measures. 5. Read a simple menu. 6. Read a check.
12	7. Express appreciation. 8. Express regret. 9. Invite someone to dinner. 10. Accept or decline a dinner invitation.	7. Read ingredients on a package. 8. Read and prepare a recipe.
13	11. Telephone for reservations at a restaurant. 12. Compare and contrast diet in the United States and in the native country.	9. Compare food items based on weight, unit pricing, and ingredients.
14	13. Explain health hazards of cholesterol, sugar, salt, caffeine, and alcohol.	10. Read articles on food topics.

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Writing	Cultural Skills
1. Copy food names.	
2. Make a shopping list. 3. Copy a recipe. 4. Write a sample menu for breakfast, lunch, and dinner.	1. Respond appropriately to an offer of food in a social situation.
5. Write down a recipe. 6. Write a dinner invitation. 7. Write a thank-you note for a dinner invitation.	2. Tip appropriately.
8. Write a note asking a friend for a recipe.	3. Discuss restaurant etiquette.
9. Summarize an article or report on food	4. Compare and contrast entertaining in the United States and in the native country.

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(3) Shopping

	Speaking/Listening	Reading
10	1. Identify items of clothing. 2. Identify household appliances. 3. Ask for and give the price of an item.	1. Read instructions on laundromat machines.
11	4. Ask for and give the location of an item in a store. 5. Describe clothing. 6. Describe uses and characteristics of a household item. 7. Ask and tell how to operate an appliance. 8. Follow directions to a store or shopping center.	2. Read a tag on an item of clothing for price, size, fabric, washing instructions. 3. Read a directory in a shopping mall.
12	9. Return or exchange a purchase. 10. Call to see if an item is available and to verify price. 11. Discuss alternatives to conventional stores. 12. Call a repair shop or service center and explain a problem.	4. Use the Yellow Pages directory. 5. Use the classified section of the newspaper. 6. Read the directions for operating an appliance.
13		7. Read Consumer Reports magazine for product buying information.
14		8. Read a warranty and an owner's manual.

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	Writing	Cultural Skills
	1. Make a shopping list. 2. Write a check.	1. Compare and contrast return policies in U.S. stores and stores in the native country.
	3. Write directions to a store or shopping center.	
	4. Write a letter to a friend describing a new purchase. 5. Open a charge account. 6. Write a business letter of complaint or satisfaction.	2. Discuss bargaining--when it's appropriate and when it's not.
		3. Compare and contrast shopping in different types of stores.

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(4) Housing

	Speaking/Listening	Reading
10	1. State where living (house or apartment). 2. Identify the rooms in a house. 3. Identify common home furnishings and household items.	1. Read a "for rent" and "for sale" sign.
11	4. Discuss advantages and disadvantages of renting or owning a home. 5. Ask questions before renting. 6. State possible reasons for refusal to pay rent. 7. Telephone a neighbor for a positive or a negative purpose.	2. Locate and read a newspaper ad listing a dwelling for rent or for sale.
12	8. Call a repairman, describe a problem, and give directions to the home or apartment. 9. Contrast city life with life in the suburbs.	3. Locate a repairman (plumber, carpenter) in the Yellow Pages. 4. Read a repair bill. 5. Locate real estate agents in the Yellow Pages.
13	10. Discuss options to take when selling a home. 11. Describe the process of renting an apartment. 12. Describe the process of buying a home.	6. Read an article on home maintenance.
14	13. Discuss the advantages of having home owner's insurance.	7. Read a lease or mortgage agreement. 8. Read an owner's manual for a home appliance.

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Writing	Cultural Skills
1. Write the home address. 2. Draw and label a floor plan. 3. Write the names of household items.	1. Describe a typical house in the native country.
4. Fill out a warranty for a home appliance. 5. Fill out an order for an apartment repair.	2. Compare and contrast the household responsibilities of men and women in the United States and the native country. 3. Compare and contrast housekeeping in the United States and in the native country.
6. Fill out a lease.	4. Compare and contrast types of housing in the United States and in the native country.
7. Write a letter of complaint to an apartment manager.	5. Compare and contrast living arrangements in the United States and in the native country and the cultural norms that dictate them.
8. Write an essay comparing and contrasting homes in the native country and the United States.	6. Discuss the utilization of retirement homes and nursing homes in the United States and in the native country.

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(5) Health

	Speaking/Listening	Reading
10	1. Identify parts of the body (external and internal). 2. Identify common items in a drug store. 3. Ask and answer questions about health. 4. Follow a doctor's or dentist's directions. 5. Clearly state and spell name and home address. 6. Telephone 911 and ask for help in an emergency.	1. Read medicine labels. 2. Read a thermometer. 3. Recognize signs which warn of potential danger.
11	7. Ask for and give the location of items in a drug store. 8. Describe symptoms of an illness. 9. Call Poison Control. 10. Ask questions to help choose a doctor. 11. Make/cancel a doctor's appointment. 12. Call to renew a prescription.	4. Read a list of the warning signs of cancer and heart attack.
12	13. Identify medical specialties. 14. Express frustration, dissatisfaction. 15. Ask for and give directions to the nearest hospital. 16. Discuss methods of payment. 17. Warn someone of impending danger.	5. Read an over-the-counter medicine label.
13	18. Discuss good and bad health habits. 19. Describe the contents of a first-aid kit. 20. Discuss the side effects of a medicine.	6. Read brief articles on health.
14	21. Answer questions asked in a hospital emergency room. 22. Compare and contrast health care systems in the United States and the native country.	

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	Writing	Cultural Skills
	1. Label body parts.	
	2. Make a shopping list for common medical items. 3. Write a list of questions for a doctor.	1. Describe medical care in the native country.
	4. Write a note to a teacher excusing a child's absence from school due to illness.	2. Explain smoking etiquette.
	5. Fill out a medical history form. 6. Fill out an insurance form.	3. Give pros and cons of private doctors and medical clinics.
		4. Compare the role of physical fitness in the United States and in the native country.

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(6) Transportation

	Speaking/Listening	Reading
10	1. Identify parts of a car. 2. Identify forms of transportation. 3. Identify coins and bills. 4. Ask for and give change. 5. Ask for and give the time. 6. Ask for and give simple directions.	1. Read safety and traffic signs. 2. Read a street map. 3. Read a bus, train, or subway schedule.
11	7. Use self-service gas pumps. 8. Telephone for a taxi. 9. Pay a correct amount and verify change. 10. Call for help from a highway phone. 11. Telephone a bus or train station to ask for information.	
12	12. Identify and describe car problems. 13. Ask for car repair services. 14. Point out the advantages of using seat belts. 15. Complain about a car repair.	4. Locate a telephone number for a car repair service. 5. Read a traffic ticket. 6. Read a repair bill.
13	16. Plan a trip with a travel agent. 17. Make reservations on a plane, train, or bus. 18. Discuss traffic tickets and penalties. 19. Describe solutions to emergency road problems. 20. Give and get pertinent information in case of an accident.	7. Read a U.S. road map. 8. Read a local sightseeing guide.
14	21. Tell the class about a favorite trip. 22. Describe the process of buying a new or used car.	9. Read a car owner's manual.

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Writing	Cultural Skills
1. Label parts of a car. 2. Write the time.	
	1. Tip appropriately. 2. Discuss precautions to take when traveling at night or in a high crime area.
3. Write down simple directions. 4. Fill out an application for a learner's permit.	3. Discuss driving etiquette in the United States.
5. Write a letter of complaint for bad service. 6. Fill out insurance forms.	4. Compare types of vacations taken in the United States and in the native country.
7. Write down pertinent information in case of an accident. 8. Write about a favorite trip.	5. Compare transportation systems in the United States and in the native country.

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(7) Community Resources

	Speaking/Listening	Reading
10	1. Identify occupations of people in the community. 2. Telephone for emergency help. 3. Ask for and buy stamps and money orders at the post office.	1. Locate someone's number in the phone book. 2. Read a mail pick-up schedule.
11	4. Mail a package overseas. 5. Make a bank deposit or withdrawal. 6. Comment on the weather after listening to a weather report. 7. Apply for a library card. 8. Make a long-distance and an international telephone call.	3. Read a movie schedule. 4. Read a telephone bill. 5. Read a utility bill. 6. Read directions on a pay phone. 7. Read directions to use a photocopy machine. 8. Read directions for making a long-distance telephone call.
12	9. Telephone a community office to ask for information. 10. Give directions to the nearest post office, library, or recreation center.	9. Locate community resources in the telephone book.
13	11. Recommend a book or a movie and tell something about it. 12. Recommend local places of interest and tell how to get there.	10. Read a brief news item and discuss it.
14	13. Listen to the radio and/or TV news and relate the main ideas.	11. Read a community newspaper and discuss the local news.

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Writing	Cultural Skills
1. Address an envelope and a post card. 2. Write a check.	
3. Write down a telephone message. 4. Write a note excusing a child's absence from school due to illness. 5. Fill out bank deposit and withdrawal slips. 6. Fill out a form to apply for a library card.	1. Discuss the pros and cons of keeping money in a bank. 2. Discuss the community resources available in the native country.
7. Write a letter to a friend recommending a local place of interest.	3. Compare the role of community volunteers in the United States and in the native country.
8. Write a letter with a suggestion or a complaint to to a community leader or organization.	4. Discuss personal involvement in community decisionmaking and affairs in the United States.
9. Write a "letter to the editor" expressing a strong opinion.	

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Appendix B

Tables of Competency Tasks and Performance Measures

The Adult Language Levels (ALL) Management System formulated performance measures for each of the competency tasks identified in the curriculum framework. These performance measures provide uniform criteria by which adult learners can demonstrate "mastery" of a competency task, i.e., what the learner should be able to do after instruction. These should be used not only by the instructor to assess educational progress, but also by the learners to gauge success in attaining their instructional goals. Administrators can ascertain program success from data derived from performance-measure statistics.

A table is provided for each of the seven content areas, comprising the Baltimore County, Maryland, curriculum framework. The tables list each competency task and its respective performance measure by skill area (speaking/listening, reading, or writing) and within skill areas, by language proficiency level. The tables also specify those tasks which are appropriate for multiple language levels. (A task can be worked on at succeeding language proficiency levels by increasing the complexity of language and capability required.)

Because this is a competency-based curriculum framework, the performance measures highlight the mastery of functional skills, as opposed to the attainment language skills. When appropriate, however, sample language (structures or vocabulary) are provided in some performance measures.

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(1) Personal Information and Employment

Speaking/Listening	Level 0
Competency	Performance Measure
1. Express a lack of understanding; ask for repetition.	When asked a question which is beyond the learner's comprehension, the learner will ask for repetition until the question is understood and answered. (Sample Language: I'm sorry, I didn't understand the question. Please repeat.)
2. Ask for and give name, address, telephone number, occupation, country of origin, and age.	Ask and answer personal information questions correctly. Questions include requests for name, address, telephone number, occupation, age, and country of origin.
3. Express a state of feeling.	Ask and answer the question, "How do you feel today?" Answers should include appropriate adjectives such as happy, sad, angry, nervous, and afraid and should give a reason which explains the mood.
4. Spell name and address orally.	Spell name and address with no mistakes.
5. Identify other family members by name and relationship.	Describe a family member by name and relationship, with no errors.
6. Describe someone.	Describe a classmate relating at least five characteristics (height, sex, color of hair and eyes, age, and nationality).

Speaking/Listening	Level 1
7. State interests or occupation.	Ask and answer the question, "What do you like to do?" by naming an interest or hobby without error.
8. Identify other common occupations.	Given 10 pictures of people engaged in common occupations, identify each occupation, with 80 percent accuracy.

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9. Give reasons for leaving one's native country and coming to the United States.	Answer the question, "Why did you leave your country and come to the United States?", to the satisfaction of the instructor.
10. Introduce family members.	Demonstrate the procedure for introducing two people, following basic conventions.
11. Express sympathy.	Given a hypothetical situation, properly express sympathy.

Speaking/Listening	Level 2
12. State and tell about a hobby, interest, or skill.	Ask and answer the request, "Tell me about your hobby." Answers must include at least: the name of the hobby, how long the student has been interested in it, and a brief description of the hobby.
13. Talk about feelings.	Given eight pictures of people in different situations, name and describe at least five different feelings which are depicted and possible reasons for each.
14. Ask and answer questions about present history, education, and work experience.	Respond appropriately to a request for information about educational background and work experience.
15. Use the telephone to inquire about a job.	Given a classified ad which includes a job description and the telephone number of the employer, demonstrate the procedure for inquiring about a job or possible job interview over the telephone, using proper telephone etiquette and job-seeking skills. (Sample Language: express interest, ask for an interview verify location.)
16. Ask someone to be a reference.	Describe the need and ask someone to be a reference, to the satisfaction of the instructor.
17. Describe what to do before the interview.	Describe three things the prospective employee should do before a job interview, with at least two of the three correct. (Sample Language: dress appropriately, be on time, prepare a list of references.)

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Speaking/Listening	Level 3
18. Interview for a job.	Given a job description from the classified section of the newspaper, demonstrate the procedure to be used during the job interview. The applicant must inquire about salary, hours, benefits, and duties.
19. Express an opinion about a current event.	After listening to a recorded newscast, express a personal opinion about a current event and state reasons for the opinion, to the satisfaction of the the instructor.
20. Express frustration.	Use appropriate vocabulary and structures to express frustration in at least three different ways. (Sample Language: taken for granted, fed up with, sick of, getting me down.)
21. Role play the naturalization oral exam.	In a role play situation, answer questions appropriate to the naturalization oral exam, to the satisfaction of the instructor.

Speaking/Listening	Level 4
22. Compare and contrast social customs in the United States and in the native country.	Compare and contrast social customs in the United States and in the native country. At least three areas must be included (e.g., births, weddings, holidays, religion, schools).
23. Teach a short lesson in an area of competence.	Teach a lesson to the class in an area of competence. The lesson must be at least 5 minutes long, well organized, and clearly presented.

Reading	Level 0
1. Identify the letters of the alphabet.	Given the letters of the alphabet, circle 10 which the teacher indicates orally, with 90 percent accuracy.

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2. Identify a period of time in days, months, and seasons.	Read a date and day on a calendar with no mistakes.

Reading	Level 1
3. Read telephone messages.	Interpret orally a simple written telephone message, to the satisfaction of the teacher.
4. Read want ads.	Interpret a classified ad orally for the teacher, with no more than two mistakes.

Reading	Level 2
5. Read a personal letter.	Given a personal letter, summarize the content, to the satisfaction of the teacher.

Reading	Level 3
6. State job description.	Given a job description, restate the major responsibilities, to the satisfaction of the instructor.

Reading	Level 4
7. Read articles pertaining to area of interest.	Given an article pertaining to an area of interest, restate the most important points orally.

Writing	Level 0
1. Write the letters of the alphabet.	Write the letters of the alphabet with no more than two errors.
2. Write name, address, telephone number, occupation, country of origin, and age.	Write the present date, day of the week, and season of the year, with no more than one spelling error.

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3. Fill out a simple application.	Given a simple application form, read and fill out these items: name, address, telephone number, occupation, country of origin, and age, with no more than one mistake.
4. Fill out a W-4 form.	Given a W-4 form, complete the form. with no more than one mistake.

Writing	Level 1
5. Take someone's name and telephone number over the telephone.	Asked to write a name and telephone number from a phone conversation, write it with no errors.
6. Write a personal schedule.	Construct a personal schedule for a typical day. It must include the times and descriptions of at least five activities.
7. Write an entry in a diary or dialog journal.	Compose an entry for a dialog journal which includes the date, at least three sentences in response to an inquiry, and one thought-provoking question.
8. Fill out an application for a green card.	Fill out an application for a green card, with no errors.
9. Write a sympathy note.	Write a sympathy note, using appropriate vocabulary and conventions to convey proper sentiments.

Writing	Level 2
10. Take a telephone message.	When asked to take a telephone message, write it comprehensively.
11. Complete a job application or other similar form.	Given a job application, can complete it within 20 minutes with no more than two errors.
12. Write an autobiographical paragraph.	Compose an autobiographical paragraph. It must be at least six sentences and include a topic sentence, a concluding sentence, and have no more than four spelling or grammar errors. A dictionary may be used.

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Writing	Level 3
13. Write a letter of application.	Given a classified ad which asks for a letter of application, compose a letter in proper form applying for the job. The letter must include a statement of interest, a brief summary of experience, pertinent personal information, and an appropriate closing.
14. Construct a resume.	Construct a resume utilizing proper form and including personal information, educational background, work experience, and responsibilities.
15. Write paragraphs about native country and past personal experience.	Given an hour, write at least three paragraphs about the native country or past experiences. Each paragraph must have an opening sentence, a closing sentence, and at least three other sentences. There must be no spelling errors and not more than three errors in grammar. A dictionary may be used.
16. Fill out a petition to file for naturalization.	Fill out a petition to file for naturalization, with no errors.

Writing	Level 4
17. Write a "letter to the editor" expressing an opinion.	Write a "letter to the editor" expressing an opinion. The letter must identify the issue and describe the student's feelings. It must be concise, well organized, and logical.
18. Write an autobiographical composition.	Given unlimited time and resources, compose an autobiographical composition. It must include an introductory paragraph, at least five body paragraphs, and a concluding paragraph. There must be no more than two grammatical errors and no spelling mistakes.

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Cultural Skills	Level 0
1. Differentiate between first and last names.	Write the "given name" first and the "family name" last for at least five members of family, without a mistake.

Cultural Skills	Level 1
2. Discuss customs pertaining to introductions, name usage, and titles.	Describe at least three different U.S. customs pertaining to introductions, name usage, and titles (e.g., handshaking, naming of children).

Cultural Skills	Level 2
3. Differentiate between personal questions which should and should not be asked.	Given a list of 10 questions, identify which should not be asked of a casual acquaintance, with 90 percent accuracy.

Cultural Skills	Level 3
4. Be aware of proxemics--spatial distance between participants in a conversation.	Describe the difference in the amount of "comfortable" space needed between two conversing people in the native culture and in the United States, to the satisfaction of the teacher.

Cultural Skills	Level 4
5. Be aware of job etiquette in the United States.	Describe basic job etiquette to the satisfaction of the instructor. (Sample Language: punctuality, deference to employer, respect for others' personal possessions, smoking).

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(2) Food

Speaking/Listening	Level 0
Competency	Performance Level
1. Identify common food items.	Given pictures of common food items, name them, with 80 percent accuracy.
2. Order and pay for food in a fast food restaurant.	Given a fast food menu, order and pay for food correctly.

Speaking/Listening	Level 1
1. Ask for and give the location of a food item in a supermarket and locate it.	In a role play, ask for and answer questions about the location of food items in a supermarket, well enough for the items to be located.
2. Ask and answer how much an item is per unit.	Ask and answer questions about the price of items per unit, with two out of three correct. (Sample Language: How much is a dozen eggs, a half gallon of milk, a loaf of bread, or five pounds of rice?)
3. Ask for change for a vending machine.	Ask for change and verify the amount given, with no errors.
6. Talk about likes and dislikes.	Tell at least three foods he/she likes and dislikes.

Speaking/Listening	Level 2
7. Express appreciation.	Express appreciation in at least two different ways. (Sample Language: I'm very grateful. Thank you. You're very kind).
8. Express regret.	Express regret in at least two different ways. (Sample Language: What a shame. I'm sorry. That's too bad).

9. Invite someone to dinner.	Invite someone to dinner or to a party using accepted conventions. The invitation must be polite. It may be extended by telephone or in person. A date and time must be given.
10. Accept or decline a dinner invitation.	Accept/decline an invitation using accepted conventions. A refusal must be polite, express regret, and appreciation. An acceptance must include appropriate questions about time, the attendance of children, dress, and perhaps an offer to bring something.

Speaking/Listening	Level 3
11. Telephone for reservations at a restaurant.	Telephone for a reservation at a restaurant. Conversation must include name, number in party, and time. Appropriate questions about dress code, acceptable methods of payment, or entertainment may also be asked.
12. Compare and contrast diet in the United States and in native country.	Compare and contrast the diet in the United States with that of the native country, in at least three areas. (Sample Language: frequency of shopping, fresh or frozen food, food stores, methods of preparation, meal times, typical dishes, quantity and quality of food).

Speaking/Listening	Level 4
13. Explain the health hazards associated with cholesterol, sugar, salt, caffeine, and alcohol.	Describe at least one way each of the following can be a health hazard: cholesterol, sugar, salt, caffeine, and alcohol.

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Reading	Level 0
1. Match a picture of a food item with the word.	Given pictures of food items and the corresponding vocabulary, match the picture with the word, with 80 percent accuracy.
2. Read directions on a vending machine.	Read and role play buying an item from a vending machine, following the directions on the machine.

Reading	Level 1
3. Read common food labels, coupons, and sale ads.	Read food labels, coupons, and sale ads. Identify the item, the brand name, the size or weight, and (where applicable) the price, discount, name of the store and date, with no more than one error.
4. Identify abbreviations for weights and measures.	Given a standard abbreviation, state the weight or measure it represents, with 80 percent accuracy.
5. Read a simple menu.	Given a simple menu, read it well enough to identify the major categories and to order from each.
6. Read the check.	Given a restaurant or supermarket bill, read and verify the foods purchased, the price, sales tax, total and, if applicable, the amount given and change received, with no errors.

Reading	Level 2
7. Read ingredients on a package.	Given prepackaged food, read the ingredients on the box and describe them, with no more than two errors.
8. Read and prepare a recipe.	Given a simple recipe, read and describe its preparation to the satisfaction of the instructor.

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Reading	Level 3
9. Compare food items based on weight, unit pricing, or ingredients.	Given two similar food items, read the labels and compare them. They must be compared in terms of ingredients, price, weight, and unit price.

Reading	Level 4
10. Read food articles.	Read an article about food or nutrition and describe it to the class. The report must be at least five minutes long, identify the source, and relate the main points of the article.

Writing	Level 0
1. Copy food names.	Given pictures of food items and corresponding vocabulary, copy the food names, with 90 percent accuracy.

Writing	Level 1
2. Make a shopping list.	Write a food shopping list of 10 items, with no more than two spelling errors.
3. Copy a recipe.	Copy a recipe, with no omissions.
4. Write a sample menu for breakfast, lunch, and dinner.	Write a sample menu for breafast, lunch, and dinner. Each meal must include at least three items.

Writing	Level 2
5. Write down a recipe.	Write down a recipe in correct form. The ingredients must be listed before the directions. There must be no omissions or errors in measurement.

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6. Write an invitation.	Write an invitation for a party. It must include date, time, kind of party, name of party giver, and a telephone number for replies.
7. Write a thank you note for a dinner invitation.	Write a thank you note for a dinner invitation. The note must be concise, written in an acceptable form, and have no more than one spelling error. A dictionary may be used.

Writing	Level 3
8.. Write a note asking a friend for a recipe.	Given 30 minutes, write a note asking a friend for a recipe. The note must be written in acceptable form, state the purpose clearly, and have no more than two spelling errors. A dictionary may be used.

Writing	Level 4
9. Summarize an article or report concerning food.	Given unlimited time and resources, write a summary of an article about food or nutrition. The report must be at least five paragraphs long, identify the source, and highlight important points. There may be no more than two spelling errors and no more than three grammatical errors.

Cultural Skills	Level 0
None identified.	None identified.

Cultural Skills	Level 1
1. Respond appropriately to an offer of food in a social situation.	Describe at least two appropriate and two inappropriate responses, behaviors to an offer of food in a social situation.

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Cultural Skills	Level 2
2. Tip appropriately.	Describe the customary amount left as a tip in a restaurant. Differentiate amounts appropriate for good service and for bad service, to the satisfaction of the instructor.

Cultural Skills	Level 3
3. Discuss restaurant etiquette.	Describe restaurant etiquette regarding seating practices, getting the waiter's attention, dress, conversation, and paying the bill, to the satisfaction of the instructor.

Cultural Skills	Level 4
4. Discuss entertaining in the United States versus entertaining in the native country.	Describe at least three similarities and three differences between entertaining in the United States and in the native country. (Sample Language: invitations, dress, hostess gifts, types of parties, time and food).

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(3) Shopping

Speaking/Listening	Level 0
Competency	**Performance Measure**
1. Identify items of clothing.	Given pictures of 10 items of clothing, identify them, with 80 percent accuracy.
2. Identify household appliances.	Given pictures of 10 common household appliances, identify them, with 80 percent accuracy.
3. Ask for and give the price of an item.	In a role play situation, ask for and give information about the price of an item.

Speaking/Listening	Level 1
4. Ask for and give the location of an item in a store.	Given a department store directory, ask for and answer questions about the location of an item in the store. Answers should include department and floor and be clear enough for the item to be located.
5. Describe clothing.	Describe a piece of clothing in terms of color and fabric design with three out of four examples correct.
6. Describe uses and characteristics of a household item.	Given pictures of 10 household items, describe at least one use for each.
7. Ask and tell how to operate an appliance.	In a role play situation, ask and give comprehensible answers to questions about the operation of an appliance.
8. Follow directions to a store or shopping center.	Give and follow directions to a store or shopping center. The directions must be comprehensible, and the student must be able to reach the intended destination.

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Speaking/Listening	Level 2
9. Return or exchange a purchase.	In a role play activity, return or exchange merchandise. The purpose of the dialog must be clearly understood, and all the appropriate elements must be included, such as a statement of the problem or complaint, date bought, method of payment, register receipt, and a solution.
10. Call to see if an item is available and verify price.	Given a newspaper ad, telephone the store to see if an item is still available and verify the price, to the satisfaction of the instructor.
11. Discuss alternatives to conventional stores.	State at least two alternatives to shopping in conventional stores. (Sample Language: flea markets, thrift shops, garage sales, auctions.)
12. Call a repair shop or service center and explain a problem.	Given a repair problem, telephone a repair shop to ask for service. The conversation must include a statement of the problem, student's name and address, the make of the appliance or item, and the date purchased, if possible.

Speaking/Listening	Level 3
Continue with numbers 11 and 12.	

Speaking/Listening	Level 4
Continue with numbers 11 and 12.	

Reading	Level 0
1. Read instructions on laundromat machines.	Given a detailed picture of a laundromat machine, read the instructions well enough to operate it.

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Reading	Level 1
2. Read a tag on an item of clothing for price, size, fabric, washing instructions.	Given a clothing sales tag, read the price, size, fabric content, and washing instructions, with no more than one error.
3. Read the directory in a shopping mall.	Given a duplication of a shopping mall directory, locate a specific store and give comprehensible directions to it from the "you are here" area indicated.

Reading	Level 2
4. Use the Yellow Pages.	Given the Yellow Pages, find at least three stores which sell a specified item.
5. Use the classified sections of a newspaper.	Given the classfied section of the newspaper, find a specified item in the "For Sale" column. Identify price, description, phone number, and time to call, if appropriate, with no errors.
6. Read directions for operating an appliance.	Given the directions for operating an appliance, read and explain them well enough to use it effectively.

Reading	Level 3
7. Read Consumer Reports for product buying information.	Read an article from Consumer Reports magazine and summarize it to the class. The report must identify the source and relate the main findings of the article.

Reading	Level 4
8. Read an owner's manual.	Given an owner's manual, read and summarize these sections: safety, starting instructions, maintenance, and warranty service, to the satisfaction of the instructor.

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Writing	Level 0
1. Make a shopping list.	Write a shopping list of 10 items, with no more than four spelling errors.
2. Write a check.	Write a check to someone. The date, amount in numbers, amount in words, "pay to the order of" name, and signature must be written in acceptable form, with no errors.

Writing	Level 1
3. Write directions to a store or shopping center.	Given a starting point and the location of a specific store, write correct directions to the store, with no more than four spelling errors.

Writing	Level 2
4. Write a letter describing a new purchase to a friend.	Write a letter to a friend describing a new purchase. The letter must be in an acceptable form, describe the item, and state at least two reasons for the purchase.
5. Open a charge account.	Given an application for a charge account, fill it out with correct information and no omissions.

Writing	Level 3
6. Write a business letter of complaint or satisfaction.	Write a business letter of complaint or satisfaction. The letter must be in an acceptable business format, concise, and effectively communicate the student's purpose.

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Writing	Level 4
Continue with numbers 5 and 6.	

Cultural Skills	Level 0
1. Compare and contrast return policies in U.S. stores and stores in the native country.	Tell at least two differences and two similarities between the return policies in U.S. stores and stores in the native country.

Cultural Skills	Level 1
Continue with number 1.	

Cultural Skills	Level 2
2. Discuss bargaining--when it's appropriate and when it's not.	Tell at least three instances in which bargaining is appropriate in both the United States and in the native country. (Sample Language: car dealers, yard sales, flea markets, real estate sales).

Cultural Skills	Level 3
3. Compare and contrast shopping in different types of stores.	Discuss the differences between shopping in department stores, discount stores, and thrift shops, to the satisfaction of the instructor. (Sample Language: quality of service, surveillance, payment, and return policies).

Cultural Skills	Level 4
Continue with number 4.	

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(4) Housing

Speaking/Listening	Level 0
Competency	**Performance Measure**
1. Identify where living (house, apartment).	Ask and answer questions about where he/she is living, with correct information.
2. Identify the rooms in a house.	Given pictures of the rooms of a typical house, name them, with two out of every three correct.
3. Identify common home furnishings and household items.	Given pictures of 10 household items or furnishings, identify them, with 80 percent accuracy.

Speaking/Listening	Level 1
4. Discuss the advantages and disadvantages of renting or owning a home.	Describe at least two advantages and disadvantages of renting or owning a home.
5. Ask questions before renting.	Ask and answer appropriate questions upon renting a house to the satisfaction of the instructor. (Sample Language: Is it furnished? How much is the rent? How many rooms are there? What utilities are included?)
6. State possible reasons for refusal to pay rent.	State at least three reasons for refusal to pay rent. (Sample Language: no heat, repairs not made, painting not done, extermination needed.)
7. Telephone a neighbor for a positive or negative purpose.	Given a common situation, role play a telephone conversation with a neighbor, stating clearly and politely the purpose for the call. If the caller is complaining, a solution for the complaint must be offered. (Sample Language: welcoming a new neighbor, complaining about a dog, asking for a favor.)

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Speaking/Listening	Level 2
8. Call a repairman, describe a problem, and give directions to the home or apartment.	Given a household problem, describe it clearly over the phone to a repairman and give correct directions from the nearest major street to the home or apartment.
9. Contrast urban life with life in the suburbs.	Compare urban life with life in the suburbs in each of the following areas: transportation, schools, entertainment, and housing, to the satisfaction of the instructor.

Speaking/Listening	Level 3
10. Discuss options when selling a home.	Describe at least two options to take when selling a home, such as listing it with agent, selling it yourself, if it doesn't sell, renting it.
11. Describe the process of renting an apartment.	Describe the process of renting an apartment, to the satisfaction of the instructor. (Sample Language: Read classified ads, canvass neighborhood, telephone landlords, arrange personal visits, discuss services and restrictions.)
12. Describe the process of buying a home.	Describe the process of buying a home to the satisfaction of the instructor. (Sample Language: read classified ads, see an agent, compare houses, make an offer, negotiate offer, secure financing.)

Speaking/Listening	Level 4
13. Discuss advantages of having homeowner's insurance.	Describe at least two reasons for having homeowner's insurance (e.g., fire, theft, injury).

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Reading	Level 0
1. Read a "For Rent" and "For Sale" sign.	Read "For Rent" and "For Sale" signs, telling the purpose for the sign and identifying the name of the real estate company and telephone number, if applicable, with no errors.

Reading	Level 1
2. Locate and read a newspaper ad, listing a dwelling for rent or sale.	Given a newspaper, locate and read an ad listing a dwelling for rent or for sale. Identify the location, cost, number of bedrooms, telephone number, and if furnished or unfurnished, with no more than one error.

Reading	Level 2
3. Locate a repair service (plumber, carpenter) in the Yellow Pages.	Given a common household problem and the Yellow Pages, locate at least two appropriate repair services.
4. Read a repair bill.	Given a duplicate of a repair bill, identify the work done, time taken, cost of labor and parts, with no more than one error.
5. Locate real estate agents in the Yellow Pages.	Given the Yellow Pages, locate at least three real estate agents.

Reading	Level 3
6. Read an article on home maintenance.	Read an article relating to home maintenance and describe it to the class. The report must identify the source and relate the main findings of the article.

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Reading	Level 4
7. Read a lease or mortgage agreement.	Given a sample lease, read and describe the dates of the lease, the monthly or yearly rent, the security deposit, and two reasons for eviction, with no errors.
8. Read a home appliance owner's manual.	Read a home appliance owner's manual. Describe the operating instructions, warning, and warranty agreement clearly and correctly to the class.

Writing	Level 0
1. Write home address.	Write home address, with no errors.
2. Draw and label a floor plan.	Draw a floor plan and label the rooms, with no more than one error.
3. Write the names of household items.	Given pictures and words for 10 household items, copy the correct names under each picure, with 80 percent accuracy.

Writing	Level 1
4. Fill out a warranty for a home appliance.	Fill out a warranty card correctly, with no omissions.
5. Fill out an order for an apartment repair.	Fill out an order for an apartment repair correctly, with no omissions.

Writing	Level 2
6. Fill out a lease.	Fill out a lease with no omissions.

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Writing	Level 3
7. Write a letter of complaint to an apartment manager.	Write a letter of complaint to a landlord or apartment manager. The letter must be in an acceptable form, state the complaint clearly and concisely, and end with a request for action.

Writing	Level 4
8. Write an essay comparing and contrasting housing in the native country and in the United States.	Write an essay comparing and contrasting housing in the United States and in the native country. It must be in proper form, at least five paragraphs long, and have no more than two spelling and two grammatical errors.

Cultural Skills	Level 0
1. Describe a typical house in the native country.	Describe a typical house in native country to the satisfaction of the instructor.

Cultural Skills	Level 1
2. Compare and contrast the household responsibilities of men and women in the United States and native country.	Compare household responsibilities for men and women in the United States and in the native country in the areas of cooking, cleaning, shopping, employment, and disciplining the children, to the satisfaction of the instructor.
3. Compare and contrast housekeeping in the United States and native country.	Identify at least two ways in which housekeeping is different in the United States from housekeeping in the native country.

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Cultural Skills	Level 2
4. Compare and contrast types of housing in the United States and in native country.	Compare the types of housing in the in the United States and in the native country, to the satisfaction of the instructor.

Cultural Skills	Level 3
5. Compare and contrast living arrangements in the United and in the native country and cultural norms that dictate them.	Compare living arrangements in the U.S. with the native country, to the satisfaction of the instructor (e.g. in the U.S. brothers and sisters don't share rooms beyond a certain age, yet young adults share apartments with members of the opposite sex).

Cultural Skills	Level 4
6. Discuss existence of retirement homes and nursing homes in the United States and in the native country.	Compare housing for older people (nursing homes, retirement communities) in the United States and in the native country, to the satisfaction of the instructor.

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(5) Health

Speaking/Listening	Level 0
Competency	Performance Measures
1. Identify external and internal parts of the body.	Given diagrams of the body, identify common external and internal parts, with 80 percent accuracy.
2. Identify common items in a drugstore.	Identify at least five common items sold in all drugstores (e.g., aspirin, prescription drugs, vitamins, heating pads, bandages, alcohol).
3. Ask and answer questions about health.	Ask and answer questions about health using appropriate vocabulary and simple structures, to the satisfaction of the instructor.
4. Follow a doctor's or a dentist's directions.	Given simple directions by a physician, nurse, or dentist, follow them appropriately, to the satisfaction of the instructor. (Sample Language: open your mouth, say ah, take a deep breath, hold it, breathe normally, bite down, relax.)
5. Clearly state and spell name and home address, as for a medical application.	Clearly state and correctly spell name and home address, using a key word for each letter, as neccesary, with no errors.
6. Telephone 911 and ask for help in a health emergency.	Given an emergency health problem, role play the procedure for using the telephone to get help, to the satisfaction of the teacher. (Sample: dial 911, state the problem, give name and address, and follow directions.)

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Speaking/Listening	Level 1
7. Ask for and give the location of items in a drugstore.	Ask for and give the location of items in a drugstore, using proper vocabulary and structures, to the satisfaction of the instructor.
8. Describe symptoms.	Describe at least four symptoms of a common illness, such as a cold, the flu, or measles (e.g., fever, sore throat, chills, nasal congestion, upset stomach, headache, cough, dizziness, a rash).
9. Call Poison Control.	Given an emergency situation, locate the telephone number for poison control, demonstrate the procedure for calling, and describe the emergency clearly, to the satisfaction of the instructor.
10. Ask questions that will assist in choosing a doctor.	Identify at least three questions which could be asked of the doctor's secretary before an appointment is made. (Sample language: Where is the office? How much is one visit? Does the doctor speak my language? Do I need an appointment? What are the office hours?)
11. Make/cancel a doctor's appointment.	State the procedures for making and cancelling a doctor's appointment to the satisfaction of the instructor.
12. Call to renew a prescription.	Given a prescription medicine label, describe the procedure for renewing the prescription over the telephone, citing the number, name of the patient, name of the doctor, date and number of renewals, if appropriate, with no mistakes.

Speaking/Listening	Level 2
13. Identify medical specialties.	Given 10 medical specialties (pediatrician, internist, opnthalmologist, obstetrician

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	describe the specific job of the doctor, with 80 percent accuracy.
14. Express frustration, or dissatisfaction.	Given a hypothetical situation, describe feelings of frustration and dissatisfaction using at least three appropriate expressions. (Sample language: disappointed with, fed up with, sick and tired of, disillusioned with.)
15. Ask for and give directions to the nearest hospital.	Given a map of the area, ask for and give workable directions to the nearest hospital.
16. Discuss methods of payment for medical services.	Describe at least three methods of payment for medical services.
17. Warn someone of danger.	Given a potentially dangerous situation, warn someone or heed a warning, without a mistake. (Sample Language: Watch out, duck, stick 'em up, hands up, be careful).

Speaking/Listening	Level 3
18. Discuss good and bad health habits.	Describe at least three healthful habits and three unhealthy habits. (Sample Language: good diet, exercise, check ups, cleanliness, sufficient sleep, smoking, excessive drinking, sedentary life, tension.)
19. Describe the contents of a first-aid kit.	Name at least five things a first-aid kit should contain (e.g., bandages, alconol, smelling salts, Merthiolate, ipecac).
20. Discuss side effects of a medicine.	Ask and answer questions about the side-effects of some medicines and treatments, to the satisfaction of the instructor. (Sample Language: tranquilizer--drug interaction, cough syrup--diabetic, aspirin--viral infection in children).

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Speaking/Listening	Level 4
21. Answer questions asked in a hospital emergency room.	Answer questions usually asked in an emergency room. (Sample language: Do you have insurance? What kind? What is the name of the company? Whose name is the policy in? or Who is responsible for the bill? What's the matter? How long have you been sick?)
22. Compare and contrast the health care system in U.S. with that in the native country.	Compare and contrast the health care system in the U.S. with that of the native country. At least three of the following areas must be included: fees, payment, hospitals, nursing homes, midwives, and doctors.

Reading	Level 0
1. Read medicine labels.	Given a prescription drug label, read the name, number, date, and directions, without error.
2. Read a thermometer.	Read a thermometer, tell the temperature and describe the temperature as "above normal" or "normal," without an error.
3. Recognize signs which warn of potential danger.	Read and describe the following messages, with no more than one error: poison, do not enter, no smoking, danger, for external use only, keep out of the reach of children, harmful if swallowed.

Reading	Level 1
4. Read a list of the warning signs of cancer, of heart attack.	Read the list of warning signs for cancer and for a heart attack and describe each sign, to the satisfaction of the instructor.

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Reading	Level 2
5. Read an over-the-counter medicine label.	Given an over-the-counter drug, read the label, describe the drug's use and the dosage to be given, with no mistakes.

Reading	Level 3
6. Read brief articles on health.	Read a brief health-related article and summarize it to the class. The report must identify the source and relate the main points of the article.

Reading	Level 4
Continue with number 6.	

Writing	Level 0
1. Label body parts.	Given a picture, label the internal and external parts of the body with no more than two content errors and no more than four spelling mistakes.

Writing	Level 1
2. Make a shopping list for common medical items.	Make a shopping list for at least five common medical supplies which should be kept on hand.
3. Write a list of questions for a doctor.	Given a hypothetical illness, write at least three questions relating to the illness to ask the doctor.

Writing	Level 2
4. Write an illness excuse to child's teacher.	Write a note to a teacher excusing a child's absence due to illness.

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	The note must be in correct format and include the date of the absence, name of the child, and the name of the illness.
Writing	**Level 3**
5. Fill out medical history form.	Fill out a medical history form with no omissions.
6. Fill out an insurance form.	Fill out an insurance form with no omissions.
Writing	**Level 4**
Continue with number 6.	
Cultural Skills	**Level 0**
None identified.	None identified.
Cultural Skills	**Level 1**
1. Describe medical care in native country.	Describe medical care in the native country to satisfy instructor. (Sample Language: fees and payment, hospital care, dentistry, specialties, nursing-home care.)
Cultural Skills	**Level 2**
2. Explain smoking etiquette.	Describe at least three things that smokers should or should not do in order to show respect for the rights of nonsmokers.
Cultural Skills	**Level 3**
3. Explain the pros and cons of private doctors or clinics.	List at least two pros and two cons for going to a private doctor or going to a clinic.

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Cultural Skills	Level 4
4. Compare the role of physical fitness in the United States and in the native country.	Compare the role of physical fitness in United States and native country, to the satisfaction of instructor.

(6) Transportation

Speaking/Listening	Level 0
Competency	Performance Measure
1. Identify the parts of a car.	Given a picture of a car, name its parts, with 80 percent accuracy.
2. Identify forms of transportation.	Given pictures of different forms of transportation, name them, with no more than one error.
3. Identify coins and bills.	Given a set of U.S. coins and bills up to $20, name and order them from the least in value to the greatest, without a mistake.
4. Ask for and give change.	Ask for and give the equivalent change for any U.S. coin or bill, with 100 percent accuracy.
5. Ask for and give the time.	As the teacher positions the hands on a clock, ask for and give the time, with 80 percent accuracy.
6. Ask for and give simple directions.	Ask for and give accurate directions to two places of interest within walking distance of the school, with no more than one mistake.

Speaking/Listening	Level 1
7. Use self-service gas pumps.	Describe the steps for using a self-service gas pump, with no more than one error.

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8. Telephone for a taxi.	Demonstrate the procedure for telephoning for a taxi. (Sample: express need, give destination, present location, and ask how long a wait is necessary).
9. Give correct amount of money and verify change.	In a role-play situation, give the correct amount of money for a purchase and verify change, without a mistake.
10. Call for help from a highway phone.	Given an emergency situation, describe the steps in calling for help from a highway telephone. (Sample: give name, location, description of car, and description of the problem.)
11. Telephone a bus or train station for information.	In a role play, telephone a train or bus station to ask for information about schedules or fares. Language should be correct enough to obtain accurate information.

Speaking/Listening	**Level 2**
12. Identify and describe car problems.	Name and accurately describe at least four common car problems. (Sample language: out of gas, idles too fast, red oil light comes on, engine knocks, radiator boils over.)
13. Ask for car services.	Given a common car problem, role play asking the mechanic for service. The steps must include a description of the problem, a request for help, a request for a written or verbal estimate, and a question about the parts needed to repair the problem.
14. Point out the advantages of using seat belts.	Describe at least two advantages of using seat belts. (Sample language: Won't be ejected from the car during an accident. Children are unable to move around to distract the driver. Driver, held in place, will be better able to control the car in case of a minor accident.

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15. Complain about a poorly done car repair.	Given a hypothetical situation, complain about a car repair. Complaint must include name, repair description, reason for dissatisfaction, and request for remedial action.

Speaking/Listening	Level 3
16. Work with a travel agent to plan a trip.	In a role-play situation, work with a travel agent to plan a trip. The role play must include a conversation about the destination, transportation, accommodations, meals, dress, cost, passports, and currency exchange.
17. Make reservations on a plane, train, or bus.	Given a date and a specific destination, demonstrate the procedure for making a reservation on an airplane, train, or bus, to the satisfaction of the instructor.
18. Discuss traffic tickets and penalties.	Describe four examples of situations which could result in getting a ticket and four penalties which might be imposed for a traffic violation. (Sample Language: going through a stop sign, failing to yield right-of-way, speeding, drunk driving; a fine, points, suspension of license, jail term.)
19. Describe solutions to emergency road problems.	Given an emergency situation which might occur on the road, describe a solution to the problem and ask for help.
20. Give and get pertinent information in case of an accident.	Ask for and give the information which should be exchanged at the scene of an accident, with no mistakes.

Speaking/Listening	Level 4
21. Tell the class about a favorite trip.	Describe a favorite trip. The description must answer where, when, how long, with whom, and why. It must also include comments about the best and worst parts of the trip.

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22. Describe the process of buying a new or used car.	Describe the process of buying a new or used car to satisfaction of the instructor (Sample topics: classified ads, compare prices, test drive, consult Consumer Reports magazine, take the used car to a mechanic for an evaluation, negotiate price, and secure financing.)

Reading	Level 0
1. Read safety and traffic signs.	Given examples of road signs, describe the meaning orally, without a mistake.
2. Read a street map.	Given written directions from school to three destinations and a map, follow the directions and name the destinations, with at least two out of three examples correct.
3. Read a bus, train, or subway schedule.	Given a bus, train, and subway schedule and a destination, identify the earliest possible departure time on each, with no more than one error.

Reading	Level 1
Continue with numbers 1, 2, 3.	

Reading	Level 2
4. Locate telephone number for a car repair service.	Given a telephone book, locate at least three different telephone numbers for a car repair service.
5. Read a traffic ticket.	Given a traffic ticket, describe the violation, amount of the fine, and telephone number where further information may be received, with no mistakes.
6. Read a car repair bill.	Given a car repair bill, describe the repair, cost of parts, and cost of labor, to the satisfaction of the instructor.

Reading	Level 3
7. Read a U.S. road map.	Given written directions from Baltimore to three destinations on a U.S. road map, follow the directions and name the destinations, with at least two out of three examples correct.
8. Read a local sightseeing guide.	Given a local sightseeing guide, describe a place of interest and give directions, to satisfaction of instructor.

Reading	Level 4
9. Read a car owner's manual.	Given a car owner's manual, describe what to do if a car light or buzzer comes on, if the car won't start, or if there is a flat tire. Also describe the general maintenance schedule to satisfaction of the instructor.

Writing	Level 0
1. Label parts of a car.	Given a picture of a car, label its common parts, with 80 percent accuracy.
2. Write the time.	As the teacher positions the hands on a clock, write the time in numbers, with 80 percent accuracy.

Writing	Level 1
3. Write down simple directions.	Given a map, write down simple directions to a specified location.

Writing	Level 2
4. Fill out the application for the learner's permit.	Fill out the form for a learner's permit, without an error.

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5. Write a letter of complaint for bad service.	Write a letter complaining about inadequate car service. It must be in proper form, identify the complaint, describe the circumstances and request a response.

Writing	Level 3
6. Fill out insurance forms.	Fill out an insurance form with no omissions.
7. Write down pertinent information in case of an accident.	Given a hypothetical accident situation, write down all the pertinent information necessary to file an insurance claim or police report without an error (e.g., name, address, telephone number, name of insurance company, registration number, circumstances).

Writing	Level 4
8. Write about a favorite trip.	Given 60 minutes, write about a favorite trip. There should be introductory and concluding paragraphs, and at least three other paragraphs. There must be no more than two grammatical errors and no spelling mistakes. A dictionary may be used.

Cultural Skills	Level 0
None identified.	None identified.

Cultural Skills	Level 1
1. Tip appropriately.	Describe at least three occasions where tipping is appropriate and identify the accepted amount of the tip in each case, with no more than one error. (Sample language: bell

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	hop, parking attendant, tour guide, taxi driver).
2. Discuss precautions which should be taken when traveling in a high-crime area.	Describe at least three precautions that a traveler should take when driving in a high-crime area or at night. (Sample Language: lock doors, carry flashlight, close windows, do not travel alone, fill gas tank).

Cultural Skills	Level 2
3. Discuss driving etiquette in the United States.	Describe at least three polite driving practices. (Sample language: wave someone on, call police or service station if another motorist is in trouble, wait while car in front of you is parking, let someone into your lane if theirs is obstructed.)

Cultural Skills	Level 3
4. Compare types of vacations taken in the United States and in the native country.	Compare types of vacations in the United States and native country, to satisfaction of the instructor. (Sample topics: length, time of year, popular tourist areas, favorite activities.)

Cultural Skills	Level 4
5. Compare transportation systems in the United States and in the native country.	Compare transportation in the United States and the native country, to satisfaction of instructor. (Sample topics: roads, highways, public transportation, driving habits.)

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(7) Community Resources

Speaking/Listening	Level 0
Competency	Performance Measure
1. Identify occupations of the people in the community.	Given pictures of 10 occupations of people in the community, identify the occupations, with 80 percent accuracy.
2. Telephone for emergency help.	Given an emergency situation, demonstrate how to telephone for help, to the satisfaction of the teacher. (Sample: call 911, describe emergency, give name and address, follow directions.)
3. Ask for and buy stamps and money orders at the post office.	Demonstrate the procedure and use appropriate language for buying stamps or a money order at the post office, to the satisfaction of the instructor.

Speaking/Listening	Level 1
4. Mail a package overseas.	Demonstrate the procedure and use the appropriate language for mailing a package overseas, to the satisfaction of the instructor.
5. Make a bank deposit or withdrawal.	Demonstrate the procedure and use the appropriate language for making a bank deposit and withdrawal, to the satisfaction of the instructor.
6. Comment on the weather after listening to a weather report.	Given a taped weather report, describe the weather for the day including the temperature, the wind speed, and general conditions, with no more than one error.
7. Apply for a library card.	Demonstrate the procedure and use the appropriate language for getting a library card, to the satisfaction of the instructor.
8. Make a long-distance and international telephone call.	State the procedure and use the appropriate language to complete a long-distance or international telephone call.

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Speaking/Listening	Level 2
9. Telephone a community office to ask for information.	Demonstrate the procedure for calling a community service office to ask for information, to the satisfaction of the instructor.
10. Give directions to the nearest post office, library, or recreation center.	Given a map, give comprehensible directions to the nearest post office, library, or recreation center.

Speaking/Listening	Level 3
11. Recommend a book or a movie and tell something about it.	Recommend a movie or book. The recommendation must include a brief summary of the plot, describe the level of enjoyment and of recommendation. (Sample language: fantastic, moving, clever, unforgettable; I'd like to suggest; put in a good word for).
12. Recommend local places of interest and tell how to get there.	Recommend and give directions to a place of interest in the community. The recommendation must be expressed appropriately and include at least two reasons for the recommendation.

Speaking/Listening	Level 4
13. Listen to the radio and/or TV news and relate the main ideas.	Given a taped radio or TV news report, relate the main ideas, to the satisfaction of the instructor.

Reading	Level 0
1. Locate someone's number in the phone book.	Given a telephone book and a first and last name, identify the telephone number, with 100 percent accuracy.
2. Read a mail pick-up schedule.	Given a mail pick-up schedule, circle the times designated by the teacher, with two out of three correct. (Sample language: Circle

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	the first pick up on Monday. Circle the last pick up on Friday. It's 9:30--circle the next pick up for today).
Reading	**Level 1**
3. Read a movie schedule.	Given a movie schedule and a specific theater, find the name of the film which is currently playing and the starting time of each show. with 100 percent accuracy.
4. Read a telephone bill.	Given a telephone bill, circle all of the following: itemized calls. amount due, total amount due. the due date, the identification number, and the business office telephone number. with no more than one error.
5. Read a utility bill.	Given a gas and electric bill, circle all of the following: the account number, the period covered, the next scheduled reading date, the net amount for gas and electricity, the net total. the gross total, and the gross total date, with no more than one error.
6. Read directions on a pay phone.	Given a detailed picture of a pay phone, read the directions well enough to place a call.
7. Read directions to use a photocopy machine.	Given a detailed picture of a photocopy machine, read the directions well enough to be able to make a good copy.
8. Read directions for making a long-distance phone call.	Given a detailed picture of a pay phone, read the directions well enough to place a long-distance call.
Reading	**Level 2**
3. Locate community resources in the phone book.	Locate at least five community resources in the telephone book (e.g., immigration, naturalization, refugee information, crisis

	hotlines, daycare, fuel assistance, food assistance, health services).
Reading	**Level 3**
10. Read a brief news item and discuss it.	Read a brief news item and describe it to the class. The report must relate the main points of the article.
Reading	**Level 4**
11. Read a community newspaper and discuss the local news.	Given a community newspaper, relate the point of view of both sides of a local controversy, to the satisfaction of the instructor.
Writing	**Level 0**
1. Address an envelope and a postcard.	Address an envelope and postcard. The address label and return address must be legible and written in acceptable form.
2. Write a facsimile of a check.	Write a facsimile of a check to someone. The date, amount in numbers, amount in words, pay to the order of name, and signature must be written in acceptable form, with no errors.
Writing	**Level 1**
3. Write down a telephone message.	In a role play, correctly write down a telephone message. The message must include all appropriate elements: who called, telephone number, reason for call, and time frame for returning call.
4. Write an absentee note to a teacher.	Write a note to a teacher excusing a child's absence from school. The note must be in proper form and include the date of absence, name of the child, and the excuse.

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5. Fill out bank deposit and withdrawal slips.	Correctly fill out a bank deposit and withdrawal slips, with no omissions.
6. Fill out a form to apply for library card.	Fill out an application form for a library card, correctly, with no omissions.

Writing	Level 2
7. Write a letter to a friend recommending a local place of interest.	Write a letter to a friend recommending a local place of interest. The letter must be in acceptable form, describe the place of interest, and give at least two reasons for the recommendation.

Writing	Level 3
8. Write a letter to a community leader or organization with a suggestion or a complaint.	Write a letter to a community leader with a suggestion or a complaint. The letter must be in good form, concise, and effectively communicate the student's views. There may be no spelling errors.

Writing	Level 4
9. Write a "letter to the editor" expressing a strong opinion.	Write a "letter to the editor" expressing an opinion. The letter must be concise, well organized, and logical.

Cultural Skills	Level 0
None identified	None identified

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Cultural Skills	Level 1
1. Discuss reasons for or against keeping money in a bank.	Describe at least two reasons for or against keeping money in the bank.
2. Discuss the community resources available in the native country.	Describe at least three community resources available in the native country.

Cultural Skills	Level 2
3. Compare the role of community volunteers in the United States.	Compare the role of community volunteers in United States and native country, to the satisfaction of the instructor. (Sample Language: schools, government, hospitals, youth programs, programs for the elderly).

Cultural Skills	Level 3
4. Discuss personal involvement in in community decision making and affairs in the United States.	Compare and contrast the personal involvement of citizens in community decision making in the United States and in the native country, to the satisfaction of the instructor.

Cultural Skills	Level 4
Continue with numbers 3 and 4.	

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Appendix C
Selected Bibliography of Curriculum Materials

The developers of the Adult Language Levels (ALL) Management System conducted a selective review of available adult curriculum materials. The following annotated bibliography lists some of the curriculum materials they found appropriate for use with limited-English-proficient adult learners from a diversity of backgrounds. The materials emphasize practicial, realistic assignments and can be used as the primary text, a supplementary text, or a teacher resource. In addition to formal materials, instructors should regularly use realia such as movie listings, classified advertisements, package directions, and transportation schedules.

Basic Adult Survival English. Part I and Part II. Robert E. Walsh, 1984. Englewood Cliffs, NJ: Prentice-Hall.

Broad survival topics, such as telephone and emergencies, work, health care, money and banking, guide the students through basic skills and cultural information at the beginning to intermediate levels. Each unit is preceded by a list of competency objectives, structures introduced, and teacher notes and suggestions.

Basic English for Adult Competency. Autumn Keltner, Leann Howard, and Frances Lee. 1983. Englewood Cliffs, NJ: Prentice-Hall.

This text is geared to literate and preliterate adult students of English. Competency objectives as well as situations and basic structures are stated at the beginning of each unit. It includes all basic competency areas and integrates listening, speaking, reading, and writing skills.

Building Real Life English Skills. Carolyn Morton Starkey and Norgina Wright Penn. 1984. Lincolnwood, IL: National Textbook Company.

This text focuses on the writing and reading skills at the intermediate level. Real-life visuals in competencies such as following directions, reading labels, writing letters, and consumer complaints make this text a valuable supplement to competency-based programs.

A Conversation Book: English in Everyday Life. Tina Kasloff Carver and Sandra Douglas Fotinos. 1977. Englewood Cliffs, NJ: Prentice-Hall.

This series includes two books, ranging from the introductory to the high-intermediate levels. Topics include shopping, jobs, and health. Its open-ended, self-directed learning format ensures that students of differing levels will be challenged.

English for Adult Competency. Books 1 and 2. Autumn Keltner, Leann Howard, Frances Lee, Gretchen Bitterlin, and Christine Meloni. 1981. Englewood Cliffs, NJ: Prentice-Hall.

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The series includes Book 1 and Book 2, both covering the same topics: identification and communication, food and money, health care, transportation, housing, clothing and fabrics, looking for a job, banking and postal services, and community resources. Clear objectives, interesting visuals, pre- and post-assessments, supplemental activities, structure and vocabulary practice provide the new and experienced teacher with effective tools to develop the students' skills needed for survival in everyday life.

English for Adult Living. Betsy J. Blosser. 1979. Silver Spring, MD: Institute of Modern Languages. (Now available from the National Textbook Company, Lincolnwood, Illinois.)

This two-book series is designed for beginning to low-intermediate students. Topics range from shopping for food, using public services, and purchasing clothing to identifying and pursuing jobs and other competencies. Each lesson is complete with notes to the teacher, including additional activities and props.

English Spoken Here. Jerry L. Messec and Roger E. Kranich. 1982. New York: Cambridge Book Company.

The four texts in this series each deal with a separate topic: getting started, health and safety, consumer information, and life in the United States. Communicative and language structure objectives are stated at the beginning of each unit. This beginning- to intermediate-level series covers all four language skills.

English that Works. Books 1 and 2. K. Lynn Savage. 1982. Glenview, IL: Scott, Foresman, and Co.

Designed for a prevocational or vocational ESOL course, this competency-based, bilingual series combines low-level ESOL skills with task-oriented objectives, giving adult students the English they need to get and hold a job. Each book is accompanied by a separate cultural notes booklet which gives essential information about cultural values, customs, and vocabulary in Spanish, Chinese, or Vietnamese.

Functions of American English. Leo Jones and C. Von Baeyer. 1983. New York: Cambridge University Press.

This text enables high-intermediate and advanced students to practice the functional skills involved in everyday situations. Functions such as describing experiences, expressing feelings, and expressing opinions are introduced in a dialog format. Several teacher-controlled exercises and communication activities enable the students to perform each function in pairs or in groups.

It's Up to You. Joanne Dresner, Kenneth Beck, Claire Morgano, and Louise Custer. 1980. New York: Longman.

This could be a valuable supplement in the area of employment. Objectives and activities are specifically directed to the task of finding a job. Ample oral/aural activities, as well as reading and writing practice are included in the text and in the accompanying cassette.

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Life English Skills. Bonnie L. Walker 1984. Baltimore, MD: Media Materials.

This high-intermediate/advanced-level text includes such topics as the media, applications and other forms, the telephone, and the library. A wide range of competencies are addressed under each topic. Suggested activities are problem solving, discussions, making lists, writing letters, and filling out forms.

Lifelines: Coping Skills in English. Barbara Foley and Howard Pommann. 1982. New York: Regents.

This series includes four texts, with topics including greetings, handling money, transportation, shopping, and housing. Language and tasks increase in complexity, from the beginning to the intermediate level, and the same topics are reintroduced in each text on a higher level, making the series particularly useful in multilevel classrooms.

Oxford Picture Dictionary of American English. E. C. Parnwell. 1984. New York: Oxford University Press.

This dictionary supplements oral or written practice at lower levels. Illustrations cover all areas and can effectively accompany any competency-based program.

Say the Right Thing. Christine Meloni, Shirley Thompson, and Andrea Beley. 1982. Reading, MA: Addison Wesley.

Intermediate- and advanced-level students may use this text to improve their communicative abilities in such functions as criticizing, requesting, refusing, and suggesting. The text includes cultural/social notes and a variety of communicative exercises that supplement any competency-based curriculum.

Speak English! Texts 1-4. Mary Ann Corley, Joseph Coyle, Betty Ansin Smallwood, Charles Hancock, and L. Lowry Taylor. 1980. Silver Spring, MD: Institute of Modern Languages. (Now available from the National Textbook Company, Lincolnwood, Illinois.)

Topics in this series include survival skills such as shopping, renting an apartment, and following traffic signs. Functional and structural objectives are given at the beginning of each unit. Emphasis is on the oral language, with activities that encourage students to generate language. Reading/writing exercises are at the end of each unit.

Survival English. Lee Mosteller and Bobbi Paul. 1985. Englewood Cliffs, NJ: Prentice-Hall.

This beginning-level text covers 10 survival areas needed in everyday life. Reading and writing skills are introduced as a reinforcement to listening/speaking skills.

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A Writing Book: English in Everyday Life. Tina Kasloff Carver, Sandra Douglas Fotinos, and Christie Olson. 1982. Englewood Cliffs, NJ: Prentice-Hall.

This text complements any competency-based publication. It focuses on writing skills for all levels, from printing and handwriting names and dates, addressing envelopes, and filling out simple forms to writing a resume and letters of acceptance/regret in response to invitations.

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